SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
September 1, 2010

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: San Mateo County	County/District Code: 41-68999
Local Educational Agency (LEA) Name Ravenswood City School District	**LEA NCES Number:** **631860**

LEA Address 2120 Euclid Avenue		**Total Grant Amount Requested** # 8, 999, 208 ⁰⁰
City East Palo Alto, CA	**Zip Code** **94303**	
Name of Primary Grant Coordinator Marco A. Chavez	**Grant Coordinator Title** Director of Categorical/Multilingual	

Telephone Number 650-329-2800 ext. 60197	**Fax Number** **650-329-1793**	**E-mail Address** mchavez2@ravenswood.k12.ca.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee **Maria De La Vega**	**Telephone Number** **650-329-2800 ext. 60110**
Superintendent or Designee Signature *Maria De La Vega*	**Date** **August 31, 2010**

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Ravenswood City School District
Name of Authorized Executive:	Maria De La Vega
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	*Maria De La Vega*
Date:	August 31, 2010

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
						INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		
Ronald McNair School	6044333	063186008946	X			X						1,499,868.00
Costaño School	6044325	063186004915	X			X						1,499,868.00

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Ravenswood City School District	
County/District (CD) Code: 41-689999	
County: San Mateo	
LEA Contact: Marco A. Chavez	Telephone Number: (650) 329-2800 ext. 60197
E-Mail: mchavez2@ravenswood.k12.ca.us	Fax Number: (650) 329-1793
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	93,482.00	93,482.00	93,482.00
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits	21,935.00	21,935.00	21,935.00
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures			
6000–6999	Capital Outlay			
7310 & 7350	Indirect Costs (2 schools)	168,194.00	168,194.00	168,194.00
Total Amount Budgeted		283,611.00	283,611.00	283,611.00

Budget Code	Position/Activity	Description	Funding Amount
1100	1 FTE Turn-Around Coordinator	Provide the oversight of the budget, data analysis, implementation of the project, reporting to the state, outline the project components, connect resources with the principal, etc.	$93,482
2602	STRS Benefits H & W Medicare Unemployment Worker's Comp	District employee benefits for certificated staff in the SIG.	$21,935.00
7310 & 7350	Indirect Costs 5.94%	RCSD Indirect Costs	$168,194.00

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Costaño School	
County/District/School (CDS) Code: 41-68999-6044325	
LEA: Ravenswood City School District	
LEA Contact: Marco A. Chavez	Telephone Number: (650) 329-2800 ext. 60197
E-Mail: mchavez2@ravenswood.k12.ca.us	Fax Number: (650) 329-1793
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	753,412	753,412	753,412
2000–2999	Classified Personnel Salaries	77,252	77,252	77,252
3000–3999	Employee Benefits	209,898	209,898	209,898
4000–4999	Books and Supplies	146,800	146,800	146,800
5000–5999	Services and Other Operating Expenditures	170,700	170,700	170,700
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		1,358,062	1,358,062	1,358,062

Budget Code	Position/Activity	Description	Funding Amount
1100	1.0FTE Academic Dean	Academic Dean 1.0 FTE. The Academic Dean works directly under the principal to monitor the entire instructional program with an emphasis on intervention. The Academic Dean will ensure that the school's instructional program is aligned with the SIG, DAIT, CA State standards and core curriculum. The Academic Dean will manage and analyze data to ensure that assessments and data are driving instruction across the school. The Academic Dean will plan and deliver professional development and seek out professional development opportunities when needed with the goal to build teacher capacity and create teacher experts within the school community. The Academic Dean manages the ELA & Math Coaches and will also provide instructional support in the After School Program to ensure that curricula and instructional activities are aligned with the school day	$81,880
1100	1.0FTE RLA/ELD Coach	The RLA-ELD Coach works directly under the Academic Dean to align RLA-ELD program elements to support the site in teaching the AYP and API targets in RLA. The RLA-ELD Coach provides personalized support for effective implementation of the districts adopted standards based RLA & ELD instructional materials through classrooms observations, individualized feedback and demonstration lessons. The RLA-ELD Coach will plan and facilitate onsite grade level meetings around RLA and ELD. The RLA-ELD Coach will work with the teachers to frequently analyze benchmark RLA assessments and plan strategies to improve student achievement. The RLA-ELD Coach will also collaborate	$52,276

		with the After School Program to design and implement professional development in RLA content, use of effective teaching strategies and use of assessment to train the ASP staff.	
1100	1.0 FTE Math Coach	The Math Coach works directly under the Academic Dean to align Math program elements to support the site in teaching the AYP and API targets in Mathematics. The Math Coach provides personalized support for effective implementation of the districts adopted standards based mathematics instructional materials through classrooms observations, individualized feedback and demonstration lessons. The Math Coach will plan and facilitate onsite grade level meetings around mathematics. The Math Coach will work with the teachers to frequently analyze benchmark mathematics assessments and plan strategies to improve student achievement. The Math Coach will also collaborate with the After School Program to design and implement professional development in Math content, use of effective teaching strategies and use of assessment to train the ASP staff.	$52,276
1100	1.0 FTE Classroom Teacher	SIG funds will support one full time classroom teacher to support extending class size reduction into the 4th grade. Data from our site shows that students' academic levels drop when they enter the 4th grade. By extending class size reduction into the 4th grade will be able to address this gap in achievement with small group instruction and individualized instruction.	$52,276
1100	2.0 FTE ELD Teachers	Directly supports movement of target students, who are currently English Language Learners and scoring at the basic range, to the proficient range.	$104,552

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		ELD specialists will teach classes of students grouped by proficiency levels and develop individual learning plans for ELL students that focus on supporting students in attaining English Proficiencies. Collaborate with staff to develop a vision of a comprehensive instruction and support program for English learners. In partnership with the RLA-ELD coach, provide site-based professional development aligned with the instructional needs evident in the data analysis. Works with the RLA-ELD Coach to help teachers and paraprofessionals around implementing new knowledge and instructional practices, and using formative assessment data to analyze student learning and adjust teacher instruction.	
1100	.5 FTE P.E. Teacher	The PE teacher reports to the principal and teaches a Physical Education/ Health class that allows for release time for the regular classroom teachers. The PE teacher provides a comprehensive physical education program to students in grades 4 through 8	$26,138
1100	.5 FTE Technology Teacher (K-5)	The Technology Teacher reports to the principal and teaches a technology elective that allows for release time for the regular classroom teachers. The Technology teacher conducts lessons in the classroom or computer laboratory. Duties include introducing basic computer, keyboard, and Internet skills to students. Assigning projects where students deal with real-world constraints, such as time and materials; Allowing students to unravel technological problems using a hands-on, trial and error approach; Engaging creative thinking through open-ended classroom projects; assisting students in connecting math, science and technological principles to everyday life.	$26,138

		The Technology Teacher also assists teachers and administrators with the integration of technology into the classroom and school, trains teachers and staff to use technology in an effective manner, and assists with curriculum development as it relates to educational technology. Assist with implementation, support and administration of computer-based curriculum (Compass Learning and Waterford, for example). .5 of this position will be funded through categorical funds.	
1100	1.0 FTE Music Teachers (K-5)	Teaches a hands-on skills based curriculum to children in grades K-5 that allows for release time for the regular classroom teachers. Curriculum covers basic music concepts, ties to Arts: Music Content Standards and ties to grade level curriculum wherever possible. In addition, the music teacher will attend faculty meetings to enhance classroom management and curriculum development. In partnership with the multimedia teacher, the music teacher will also coordinate and host an all-school music and performing arts show that will display students' performances. In addition, the music teacher will manage a .5 FTE support staff position provided by Music in the Schools funds.	$52,276
1100	Principal Stipend	Extend the SIG Principals' Work Year to lead the reform effort during the school year and the summer months.	$5,000
1108	Extra Duty Stipends – Extended Day	28 teachers (classroom and coaches) will work an additional 30 minutes each day at per diem pay to offer extended day instructional minutes to students. Determined by a signed MOU with the Bargaining Unit. The extended day will allow the scheduling of enrichment activities and intensive intervention programs.	$130,000

1108	Extra Duty Stipends- 6 Days of Professional Development	28 teachers (classroom and coaches) will attend training and in-services in identified reform training in core, technology and behavioral management coursework (DURING SUMMER) 6 days at $150 per day x 28 teachers. Funding for stipends for classified will be paid through categorical funding.	$25,200
1108	Extra Duty Stipends – Extended Year	4 week Extended Year for targeted students – extended school year at per diem pay for certificated staff – 12 teachers (including coaches)	$25,000
1108	Substitute Teachers	Funds will allow for release time for classroom teachers to attend Professional Development opportunities during the school day. The budget allows for release time for 22 Classroom teachers x 4 days x $150 sub rate.	$13,000
2601	Community Outreach Coordinator	The Community Outreach Coordinator will transform Costaño School into a community-oriented school and provide oversight for all non-academic student and family activity on campus. This person will develop and sustain partnerships between school and community agencies, social services, businesses and the City of East Palo Alto and Menlo Park and work with school officials to integrate non-academic services with Costano school priorities. They will oversee the implementation and coordination of family support services and personnel. Manages parent leadership program in partnership with Nuestra Casa and parent education component with CASSY (Mental Health Service provider)	$42,252
2607	3.0 Campus Supervisors/Att endance Outreach	SIG funds will add three additional campus safety staff at $14.82 per hour/ 187 days/ 4hrs x3. Reports to the principal and monitors campus security	$35,000

		and monitors students. Provides a safe and secure campus for all students and staff. Works to improve daily attendance of all students by contacting parents on a daily basis when students are absent.	
2602 2605 2604 2606 2607	STRS Benefits H & W Medicare Unemployment Worker's Comp	District employee benefits for certificated staff in the SIG grant	$192,236
2603 2606 2607	PERS Benefits H & W FICA/Medicare Unemployment Worker's Comp.	District employee benefits for classified staff in the SIG grant	$28,162
4000	Books and Supplies	Standards Plus Program and instructional supplies to support grades 6-8. Standards Plus is a series of direct instruction mini lessons, assessments, and lesson plans written to California state standards and essential skills. Created by educators for educators, it is California state approved as a supplemental curriculum.	$12,000
2623	Technology Program	Research shows that consistent student access to technology, combined with good teacher training in technology can lead to increased student learning in less time than other methods and an increased positive attitude towards school. SIG funds will be used to assist us with a technology-based project that will be implemented over three years: 1. Provide teacher technology platform (laptop, LCD projector, printer, smartboard) for all middle school teachers to deliver instruction of our core math, ELA, Social Studies and Science curricula 2. Improve and upgrade our server and storage infrastructure to support implementation of new	$134,800

electronic curriculum adoptions, increase our organizational effectiveness and lower our district-wide energy consumption

3. Provide digital classrooms (laptops and secure storage lockers) for each 6th -8th grade instructional classroom to implement our new core curricular resources with fidelity.
4. Provide digital classroom carts to be shared amongst lower grades: 1 for 5th grade classroom(s) and 1 for K-4th grades.

Teacher Laptops – Middle School Classroom Technology Platform

New Teacher Technology Platform Request (based on district standard defined in new Technology Plan):

- New HP teacher tablet laptops for instructional use for every teacher (15 more needed, $9,600 total)
- LCD projectors for classroom use (8 needed, $6,000)
- Document Camera for classroom use (17 needed, $3,300)
- Luidia EBeam Smartboard (21 needed, $18,200 total)
- Secure Teacher Stands to lock down Teacher Technology Platform (12 needed, 3rd grade & up, $4,800)
- Black/white, duplex, networkable laser printers for classrooms (18 needed, $1,600)
- Color laser printers, duplex, networkable (1 needed: one per school site, $1,200)
- Toner for laser printers for classrooms (36 needed, $1,600)

Digital Classrooms – Middle School Student Laptops

Digital Classroom Request:
- Digital Classroom secure storage locker/carts each consisting of 30 Mini 2140 Notebooks
  - 6 secure storage lockers of 30 laptops needed, currently have 1-1/2 (carts).
  - Therefore 195 Mini Notebooks at $173,250 total
  - Will provide 1 per student at this ratio in middle school
- Secure laptop storage locker permanently installed into classroom. Strong steel cabinet.
  - Will replace any laptop cart. Will provide electrical power to charge laptops.
  - 6 needed at $21,600 total, including installation labor

Infrastructure and Security Upgrade

New Infrastructure Request:
- Cisco Wireless Access Points for entire school for wireless networking
  - 20 needed for $7,200 total
- Laptops for School Administrators/Support Staff
  - Current ones are very old
  - 5 needed for $7,200 total
- Dyknow software for classroom management of laptops
  - 13 needed for $3,600 total
- Alarm system to secure technology at the campus
  - Utilizing wireless alarm system (as recently installed at Chavez)
  - Approx. $10,000 for installation
  - $2,000 yearly for

		monitoring
		• District-provide video surveillance at key points on campus for security
		    ○ Ten cameras at key points
		    ○ $15,000 for parts and video server/software
		    ○ Approx. $4,000 for installation/labor	

5000	Service Contract	Charlottee Knox Consultant – Standards Based Instruction – $2,000 x 5 days Charlotte Knox has spent the past ten years writing and organizing long-term professional development projects for school districts and publishers nationally. Her area of expertise includes: SHINE, an eight session course on ELD strategies, Literacy Scaffolds for English Language Learners, a best practice video series; RISE, an 8 week English language development course for Rigby Education; and the Literacy Initiative Schools project which combines inservice, demonstration teaching, coaching, and analysis of data to increase student achievement.	$10,000
5000	Service Contract	Dennis Parker Contract - $2,000 x 5 days – Strategic Schooling Part II The *Strategic Schooling Model* as developed by <u>Dennis Parker</u> is used as the foundation for the Knox Educational Associates pedagogy and processes. The model includes the following components: 1. Targets: achievement targets, student targets, content targets. 2. Feedback: data and examples of student work directly related to the targets. 3. Know-How: the application of organizational, classroom, and personal expertise by educators,	$10,000

		students and parents in an effort to hit the targets. 4. Context: the physical conditions, beliefs, values, and assumptions at the school in which all of this occurs.	
5200	Service Contract	Dr. Kate Kinsella – Content Literacy Development Dr. Kinsella is a renowned in the area of academic language and literacy development in linguistically and culturally diverse classrooms. She has maintained classroom involvement by teaching an academic literacy class for English learners. She publishes and provides consultancy and training nationally, focusing upon responsible instructional practices that provide second language learners and less proficient readers in grades 4-12 with the language and literacy skills vital to educational mobility. Kate Kinsella Summer Institute 10 teachers x 5 days hotel+ registration and mileage= app $420 per teacher	$21,000
2612	PD: Writer's Workshop Training	Trainer Provide Writer's Workshop training to classroom teachers, specialists, coaches, and school administration. Train teachers in Writer's Workshop model.	$11,700
2612	PD: GLAD Training	GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language. Tied to standards, the model trains teachers to provide access to core curriculum using	$11,000

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		local district guidelines and curriculum.	
2612	PD: Mission and Guiding Principles	Costaño School staff retreat will be the time to become acculturated to the culture of Costaño School. During this retreat teachers are welcomed into Costaño School culture and learn what it means to be apart of the Costaño Staff. Administrators, teachers, and staff will become acquainted with the procedures, policies, and expectations demanded throughout the year in order to ensure student achievement.	$3,000
2612	Mental Health Services	SIG funds will be used for a contract with CASSY to provide mental health services on site. CASSY is a SF Bay Area nonprofit that partners with local schools to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education. CASSY will be able to at least assess every single student over the course of the year. With two therapists on campus 3 days per week, we expect the following weekly activity: 5 student assessments/week 10 therapeutic sessions/week 5 parent consultations/week 5 staff consultations/week We will also initiate group counseling as appropriate with likely group topics including Grief and Loss, Anger Management, Victims of Violence, and Social Skills Training. 2 groups/week with 8 students in each group. Other services to be provided through CASSY include the following: Staff training - An overview of best practices to all Costano staff members including CPS reporting requirements, how to identify red flags and when to refer a student to CASSY	$84,000

		Parent Education – Under the direction of the Community Outreach Liaison, CASSY will also provide parent education opportunities by giving presentations and leading discussions about raising emotionally healthy adolescents. These presentations include a Latino Outreach program where the sessions are conducted in Spanish and address specific cultural needs of Latino Community. Educational topics include mental health issues such as teen depression, drug and alcohol prevention and reducing risky behaviors. By partnering with other community agencies, we also provide presentations (available in English or Spanish) on immigration issues, gang prevention, and Domestic Violence prevention. Assume 1 major topic per semester.	
2612	.5 Art Teacher	Art Teacher 1.0 FTE K-5 (.5 FTE provided by funding from Community School of Music and Arts (CSMA) Teaches a hands-on skills based curriculum to children in grades K-5 that allows for release time for the regular classroom teachers. Curriculum covers basic art concepts, ties to California Standards for the Visual Arts and ties to grade level curriculum wherever possible. Will also attend faculty meetings to enhance classroom management and curriculum development. Art teacher will be hang student artwork in at least one community show and at the school site throughout the school year. Art teacher will coordinate and host an all-school art show that will display students' artwork from the entire	$42,400
2612	1.0 FTE Middle School Music/Multi-Media	The Music/Multimedia Specialist reports to the principal and teaches a music/multimedia elective that allows for release time for the regular classroom	$65,000

	Specialist	teachers in grades 6-8. The multimedia/music program teacher trains youth in the fields of journalism, musical composition and performance, audio recording and engineering, live sound, creative writing, poetry, drama, film, TV and radio broadcasting, video editing, design and photography. Using an existing state-of-the art multimedia center on the campus, the media teacher will enable youth to create complete multimedia projects using current industry-standard equipment and software programs. Youth will begin by learning basic formats in video, design/photography and digital music.	
2612	Parent Outreach Program	SIG funds will be used to contract with Nuestra Casa. Nuestra Casa will report to the Community Outreach Liaison and run its Parents as Leaders (PAL) program. PAL is committed to seeing parents and the broader community play an active role in the effort to provide a quality education for every child in the Ravenswood City School District. Recognizing the strong link between meaningful parent involvement and children's success in school and in life, they work to build parent-school-community partnerships that promote collaboration, communication, respect, and appreciation of the contributions each partner makes to student achievement.	$20,000

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Costaño School   Tier: I or II (circle one)

Intervention Model: ☑Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: ___.5___ LEA ___11.5___ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
IP	**Improved Instruction** 1. Use of standards-based curriculum for R/LA, ELD and Math instruction, ensuring vertical alignment between all grade levels, K-8.	Started 8/2009 Through 6/2013	$12,000		Standards Plus Program materials	Academic Dean, Principal and DAIT Lead
	2. Assists principal in monitoring the implementation of the instructional program, operational activities, and SIG/DAIT activities.	Hire 8/2010	$81,880		1 FTE Academic Dean	
IP	3. ELD Instruction for ELs (45 minutes a	Started 8/2008	$104,552		2 FTE Credentialed	Principal/

	day) in K-8 with beginning and intermediate levels provided daily and grouped by proficiency level, using standards-based ELD curriculum. ELD Teachers will create individual learning plans for ELs focused on supporting students in attaining English Proficiencies. ELD will be integrated into classroom learning, with ELD teachers, in collaboration with R/LA-ELD Coach, providing support to classroom teachers.	Continued and Expanded 6/2013			ELD Teachers	Academic Dean
IP	4. Teachers will receive professional development in the area of ELD, Writing and Strategic Schooling. Teachers will integrate R/LA, ELD and Math interventions between school day supports and the After School	Started 8/2010 Continued and Expanded 6/2013	$56,000		Math, Consultants, and R/LA-ELD Coaches	Principal/ Academic Dean

	Program, including reading support, tutoring, and small group instruction.					
IP	5. Reduced class size for the fourth grade cohort, as data from our site indicates that academic levels drop at 4th grade. The 20:1 student-teacher ratio will be implemented in 4th grade.	Fall 2010	$52,276		1 FTE Classroom Teacher	Principal/ Academic Dean
ILT	Extended School Day & Year K-8 8:45-4PM School Day Allowing: 1. Increased instructional time • 90 minutes added to the school day	Started 8/2010 Continued and Strengthened 6/2013	$130,000		28 Teachers will work an extra 30 minutes a day	Principal
RPR & SD	2. Planning & grade-level collaboration time for teachers • Teachers will have 1 Prep period for lesson planning	Fall 2010	(funding attached to enrichme		Teachers that will be teaching enrichment classes. Academic Dean	Principal/ Academic Dean

	daily and 1 period for collaboration and professional learning teams four days a week, allowing grade level collaboration.	Fall 2010	nt classes and extended day)			Principal/ Academic Dean
	• Collaboration periods will focus on a specific subject for each of the four PLT sessions, ELA, Math, English Language Development, and integrated services on a weekly basis.	Started 8/2009 Continued and Strengthened 8/2010				Principal/ Academic Dean
	• Collaboration meetings will regularly use student data (formal and informal assessments) to improve standards-based curriculum instruction for individual students and classrooms as a whole, utilizing					

	research-based strategies.					
IP	3. Well-rounded curriculum for academic enrichment including Art, Music, Technology/ Multimedia, Physical Education and Field Lessons					
	• Art Instruction for K-5, 3-4 days a week, offering age-appropriate instruction introducing art concepts, vocabulary, and skills.	Fall 2010	$42,400		1 FTE Credentialed Art Teacher provided by *Community School of Music and Art (CSMA) (.5FTE Funded through CSMA)*	Principal/ Academic Dean
	• Music Instruction for K-5, 3-4 days a week, providing music theory and hands-on experience with basic instruments	Fall 2010	$52,276		1 FTE Credentialed Music Teacher provided by *Community School of Music and Art*	Principal/ Academic Dean
	• Technology Class	Fall 2010	$26,138		1 FTE Credentialed Technology Teacher	Principal/ Academic

	for K-5, 3-4 days a week, covering basic computer skills and literacy				(.5 FTE paid for by categorical funds)	Dean
	• Elective courses for 6-8 once a day with subject matter rotated on trimester schedule, to include Music (theory, rhythm, reading sheet music, playing instruments, choir, recording music, & performances) and Multimedia (radio/ TV/film/music/design).	Fall 2010	$65,000		1 FTE Credentialed Music/Multimedia Specialist Teacher	Principal/ Academic Dean
	• Physical Health Education for 4-8th grades daily, including health education.	Started 8/2008 Continued and Strengthened 8/2010	$26,138		1 FTE Credentialed Physical Education Teacher (.5 FTE paid for by General Fund)	Principal/ Academic Dean

ILT	4. Extended Year – Target students will attend a four-week summer program. Teachers will design special programs and continue to work with <u>their own students</u> while continuing to advance students in their reading, writing and math development through the use of technology and varied instructional approaches.	Started 8/2009 Continue and Strengthen 8/2010	$25,000		12 Teacher stipends for extended year (including coaches)	Principal/ Academic Dean
IP	<u>Technology Program</u> Research shows that consistent student access to technology, combined with good teacher training in technology can lead to increased student learning in less time than other methods and an increased positive attitude towards school. 1. Provide teacher technology platform (laptop, LCD projector, printer, smartboard)	Order 8/2010 Strengthen and Implement	$134,800		15 Laptops 8 LCD Projectors 17 Cameras 21 Smartboards 12 Teacher stands 18 B&W Laser Printers 1 Color Laser Printer 36 Toner cartridges for laser printers 20 Wireless Access Points 5 Laptops for Administrators 13 Dyknow software	Principal, Academic Dean, Director of Technology, Teachers

	for all middle school teachers to deliver instruction of our core math, ELA, Social Studies and Science curricula. 2. Improve and upgrade our server and storage infrastructure to support implementation of new electronic curriculum adoptions, increase our organizational effectiveness and lower our district-wide energy consumption 3. Provide digital classrooms (laptops and secure storage lockers) for each 6th - 8th grade instructional classroom to implement our new core curricular resources with fidelity. Provide digital classroom carts to be shared amongst lower grades: 1 for 5th grade classroom(s) and 1 for	througho ut 8/2010- 6/2011 Impleme nt througho ut 8/2010- 6/2013 Impleme nt througho ut 8/2010- 6/2013		Alarm system & video surveillance 195 Mini-notebooks 6 secure storage lockers	

	K-4th grades.					
PD	Professional Development • Building in extra time to support professional development (summer, after school or Saturdays).	Begin Summer 2010 Continue through 6/2013	$25,200 $13,000		28 teachers for 6 days of professional development (Classified staff will be paid with categorical funds) Substitute teachers to allow teachers to attend PD during school day (22 teachers, 4 days each)	Principal, Academic Dean, Teachers, DAIT
PD	• All Teachers provided SB 430 Training in R/LA and Math curriculum.	Fall 2010 and year long		$5,000 Title II	County SB472 trainers, Title II funding, DAIT	Principal, Academic Dean, Teachers, DAIT
PD	• Provide ELPD training that provides teachers advanced level training for using CORE curriculum for ELs.	Started in 8/2010 and Continue through 6/2013		$5,000 Title II	County SB472 trainers, Title II funding, DAIT	Principal, Academic Dean, Teachers, DAIT
PD	• Ongoing site-based instructional support in R/LA ensuring standards-based instruction, use of curriculum and	Start in 8/2010 and Continue through 6/2013	$52,276		1 FTE Credentialed R/LA-ELD Coach	Princiapal, Academic Dean, Teachers

	ancillary materials, research-based systematic writing program and data-driven grade level meetings • Ongoing site-based instructional support in ELD ensuring standards-based instruction, use of curriculum and ancillary materials, instructional differentiation and data-driven grade level meetings					
PD	• Ongoing site-based instructional support in Math ensuring standards-based instruction, use of curriculum and ancillary materials, instructional differentiation and data-driven grade level meetings	Started in 8/2010 and Continue through 6/2013	$52,276		1 FTE Credentialed Math Coach	Principal, Academic Dean, Teachers
PD	• GLAD is a model of professional	August 2010	$11,000		R/LA and ELD Coach, GLAD Consultant	Principal, Teachers,

						Academic Dean, Coach
	development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language. Tied to standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum.	and 4-5 more througho ut school year. Coachin g througho ut year 2, plus original training for new teachers.				
PD	• Writer's Workshop, a process writing approach, develops teachers and students as writers. Writer's Workshop in the classroom includes extended periods of	Fall 2010 & Coachin g througho ut year 2, plus original	$11,700		R/LA and ELD Coach, Writer's Workshop Consultant	Principal, Teachers, Academic Dean, Coach

	time for writing, an understanding of the writing process, opportunities for mini lessons/direct instruction based on grade level standards and the needs of the students.	training for new teachers.				
PD	• Professional Learning Communities meet monthly, developing internal leadership & ownership of teachers' development and addressing specific questions pertaining to student achievement with lessons shared faculty-wide.	Started Fall 2007 and Strength ened Fall 2010		$10,000 Title II	Title II Funds, R/LA Coach	Principal, Teachers, Academic Dean, Coach
PD	• Teacher Mentors, building internal capacity by training site teachers to be mentors to new teachers to support and help retain quality teaching staff.	Started Fall 2007 and Strength ened Fall 2010		$108, 340 (Private Grant funds)	New Teacher Center Mentors, Coaching/mentoring materials, Hewlett Grant Funds	Principal, Teachers, Academic Dean
SCO	Mental Health Supports 1. Individual Counseling	August	$84,000		FT Licensed MFT Site	Principal, Teachers,

	2. Family Counseling 3. Group Counseling 4. Training to staff on MH issues 5. Staff consultation for target students 6. Psycho-educational presentations in classrooms (depression, suicide prevention, stress reduction, healthy coping skills) 7. Crisis intervention/treatment 8. Parent classes on mental health issues (such as teen depression, drug and alcohol prevention and reducing risky behaviors) and additional topics such as immigration issues, gang prevention, and Domestic Violence prevention. All presentations are available in English or Spanish. 9. Resource referrals to parents and families	2010- June 2013			Director & FT Post-graduate MFT Intern provided by *Counseling and Support Services for Youth (CASSY)*	Academic Dean

	With two therapists on campus each school day (70 therapist hours/week), we expect the following weekly activity: 10 student assessments, 40 therapeutic sessions, 5 parent consultations, and 5 staff consultations a week.					
RP	School Culture/Climate 1. Developing a strategic plan with goals and objectives to meet our SIG/Academic Targets 2. Align and train all staff on all school policy procedures, including operations, discipline, academics and attendance and creating a school community of high academic and behavior expectations and a commitment to excellence.	Summer 2010	$3,000		Retreat facilitation	Principal, Teachers, Academic Dean, Coach
SCO	3. Parent Involvement • Bilingual parent courses to help	Started 2009 and	$20,000		Bilingual Outreach Educators provided by *Nuestra Casa*	Principal, Teachers, Academic

	parents participate in the school community, covering topics such as homework assistance and involvement with academics, understanding of and access to the school system and its practice, and developing confidence in communicating with educators and other parents and developing a parent forum (PTA-type organization) to facilitate parent involvement.	Strength ened Fall 2010			Dean
	• Parents as Leaders Program building parent-school-community partnerships that promote collaboration, communication, respect, and appreciation of the	Started 2009 Strength en and continue through 6/2013	$42,252	1 FTE Community Outreach Coordinator	Principal, Teachers, Academic Dean, Coach

	contributions each partner makes to student achievement.				
	• Empower parents to be involved in student achievement.	Fall 2010- 6/2013			
	• Liaison to schedule meetings with parents (bilingual)	Fall 2010- 6/2013			
	• Interpretation for Spanish-speaking parents for school meetings	Fall 2010- 6/2013			
	• Disseminating info to families such as parent conferences, student assemblies, workshops, etc.	Fall 2010- 6/2013			
	• Building relationships with parents, facilitating family communication system.	Fall 2010- 6/2013			

	• Coordinating community agencies around family involvement • Coordination of Parent Teacher Conferences with "Family Days" in the After School Program, providing education for both students and families around topics relevant to student achievement and well-being, such as Literacy and Health.	Fall 2010-6/2013 Fall 2010-6/2013				
RP	4. School Safety and Attendance • Contact families upon first hour of school at student is missing • Supervision of students during walking periods and break times,	Start Fall 2010 Start Fall 2010	$35,000		3 (1 FTE) Safety & Attendance Personnel Supervision Team Uniforms and Walkie-Talkies	Principal, Teachers, Academic Dean

	maintaining a 1:20 ratio.				Uniforms (provided by school or paid for by parents) - Not in budget	
	• Cohesive supervision team to ensure student safety on campus.	Start Fall 2010				
	• Student uniforms aligned with current norms of professionalism that contribute to success in our society, ensuring students are clean, neat, well-dressed and age-appropriately dressed. Prohibition of any clothing or apparel items in gang colors or insignia, promoting a safe school environment.	Start Fall 2010				
GS	Governance The LEA will appoint a Turnaround Coordinator who will ensure the effective implementation	Start Fall 2010		$46,741	.5 FTE Turnaround Coordinator	DAIT Lead, Superintend ent, Assistant Superintend

	of the intervention model. Together with the district Superintendent, DAIT Lead and Principal, the Coordinator will monitor progress by: analyzing quarterly benchmark student data; monitoring progress towards quarterly benchmark student achievement goals; establishing a weekly walkthrough schedule to monitor the implementation of academic and enrichment activities; and providing technical assistance to the school's leadership team.					ent of C & I, Principal

RP	Principal Operational Flexibility
	  1. Replace principal
	  2. Provide flexibility to implement intervention model
		New principal hired in 2008. Continue Fall 2010	$5,000		Principal stipend for 10 extra days to lead reform efforts during the school year and summer.	DAIT Lead, Superintendent, Assistant Superintendent of C&I, Principal, Turnaround Coordinator

SS	Staff Screening, Recruitment and Retention Strategies 1. Replace ineffective	43% of teachers released and new		$5,000	Title II Funds, Director of HR, MOU with unions	Director of HR, Asst. Supt. of C&I, Principal,

	teachers 2. Measure effectiveness of teachers 3. Financial Incentives 4. Opportunity for promotion and career growth 5. Flexible schedules	teachers hired in 2009. Remaini ng minimum requirem ent of 7% to be replaced before fall 2010.			Turnaround Coordinator
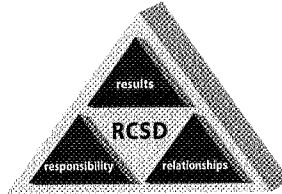
Ravenswood City School District
Costaño School

America Reinvestment and Recovery Act (ARRA)
School Improvement Grant (SIG)\Section 1003(g)
Cohort 2009-2010

NEEDS ANALYSIS

Background

Life in East Palo Alto is difficult and transcending such an environment even more so. When students are grappling with the realities of poverty, violence, loss and grief, achieving in school is a significant challenge. With a community riddled with gang activity, violence, and families struggling to get by, students are often focused on day to day survival. In our community:
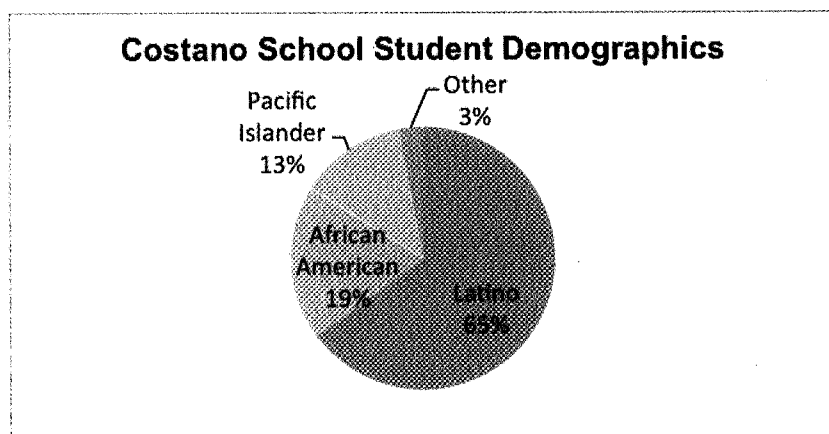
- 2 out of every 3 students do not graduate from high school;
- Median household income is 45% lower than the average in San Mateo County;
- 60% of men between the ages of 15 to 30 have already entered the criminal justice system; and
- Over 40% of the students are raised by single mothers.

The limited opportunities in East Palo Alto are considerably out of sync with its location in Silicon Valley. The area is considered the global center of technical

innovation, but the vast majority of children in East Palo Alto are not properly prepared to contribute to that workforce. Many face obstacles such as economic, language, and cultural barriers and lack parental guidance. These children have immense needs and require intensive support to escape the cycle of poverty. We believe that by adopting the Turnaround Model, Costaño School will not only address the vast needs of our students but dramatically increase student achievement as well.

Located in the heart of East Palo Alto's most at-risk neighborhood, Costaño School serves students in grades K-8. Costaño School is currently a school of 387 students and 19 teaching staff members. In 2010-11 it is expected that the school's enrollment will grow dramatically due to the closing of a nearby school and charter school changes in the community, which will add an additional 100+ students to the school campus. The school's enrollment will be approximately 500 students in 2010-11. Currently, the school has a multi-ethnic and multi-lingual student population, as illustrated in **Chart 1.0**. 74% of the students are on Free or Reduced Priced lunches. 60% of the Latino students are classified as English Learners (Dataquest, California Department of Education) and there are 48 additional EL students that have been reclassified to fluent status.

Chart 1.0

Costano School Student Demographics

Pacific Islander 13%

Other 3%

African American 19%

Latino 65%

Source: CDE – Data Quest School Reports

Redwood City School District (RCSD) implements a full inclusion model where the Special Education students are "fully included" into general education classrooms as

outlined by the federal mandated Court Order named the Ravenswood Self Improvement Plan (RSIP). Under RSIP, students are provided direct assistance in the mainstream classes by a team of Integrated Services teachers, paraprofessionals and specialists in accordance to students' Individual Educational Plans (IEPs) and service requirements. **Chart 2.0** shows the percent of significant subgroups at Costaño School.

Chart 2.0 Subgroups at Costaño School

Student Subgroups
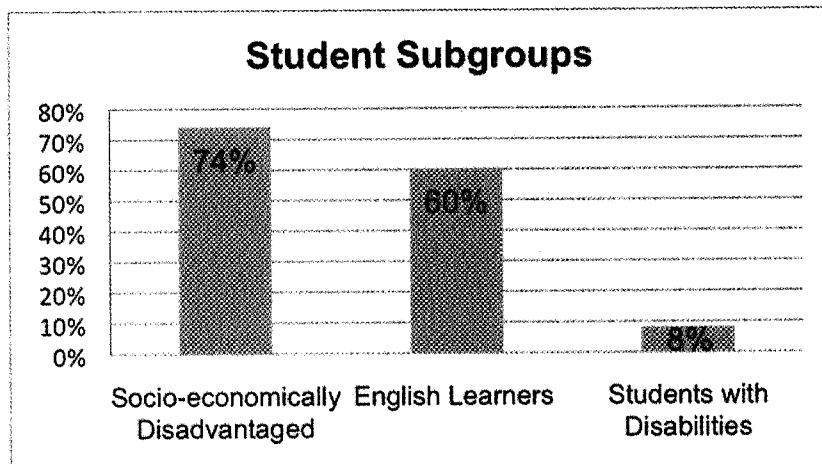
Source: CDE – Data Quest School Reports

Costaño is one of two schools in RCSD that were placed on the list of Persistently Low Performing Schools on March 8, 2010. Costaño School has struggled with student achievement over the years and in June of 2008 the RCSD began to take the steps necessary to turn around the school.

Declining student performance data led the RCSD to recognize the need for drastic change, and in June of 2008 the School Board voted to remove the Principal of Costaño School and combine the school with the San Francisco 49ers Academy (an existing alternative school serving students in 6th – 8th grades) onto the Costaño Campus. By combining the schools and bringing the resources of the 49ers Academy to Costaño School, the RCSD created one comprehensive program serving students in grades K-8.

The new model required a Principal with K-8 program experience and a strong articulation of academic programs. This is the new Costaño School program that this application for funding will be referencing. It is important to note that Costaño School, under its new leadership and configuration, has only one year of data for review. In this

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past year, Costaño was able to make significant improvements in student data, including a significant gain on its API as illustrated in **Chart 3.0**. In addition, the school was re-constituted with not only a new Principal, but also a change in more than 43% of the staff. Students and teachers were put on notice and academic and behavioral standards were implemented. These changes immediately impacted student achievement data and it is believed that the additional reform efforts described in this proposal and implemented through the funding of this grant, will continue to show gains in student achievement and meet state and national academic targets.

Chart 3.0 lists 5 years of API scores as posted on Data Quest by the California Department of Education. The chart shows the decline in student performance levels from 2006-2008 and the increase in student progress in 2009, as measured by a 60 point API gain, after RCSD removed the Principal, reconfigured the school and changed a significant percent of the staff. **Chart 4.0** shows the statewide Similar Schools Rankings for the past 5 years.

Chart 3.0 State Academic Performance Index Scores (API)				
Costaño School	Costaño School	Costaño School	Costaño School	Costaño School
2005	**2006**	**2007**	**2008**	**2009**
640	667	646	612	672

Source: CDE – Data Quest School Reports

Chart 4.0 Similar Schools Rankings

Chart 4.0 California State-wide Rankings				
Costaño School	Costaño School	Costaño School	Costaño School	Costaño School
2005	**2006**	**2007**	**2008**	**2009**
	8	4	2	4

Source: CDE – Data Quest School Reports

Respecting the guidelines as outlined in the RFA for the American Reinvestment and Recovery Act (ARRA) School Improvement Grant (SIG), the Ravenswood City School District is requesting $2,000,000 per year for the full three years from the ARRA SIG for **Costaño School** which will have approximately 500 plus students, grades K - 8 beginning in the 2010-2011 school year.

Costaño School has selected to continue it's restructuring and reform efforts using the Turnaround Model. In reality, the school restructuring started in the fall of 2008 with a new Principal. This past school year forty-three percent (43%) of the Costaño School staff was replaced including elementary, language arts and mathematics teachers. In addition, the counselor position was eliminated due to budget cuts at the end of 2008 – 09. In the coming year, there will be additional staff changes to ensure success in implementing the Turnaround Model. Using a rigorous and newly adopted screening tool, staff will be released and new staff will be hired.

After being placed on the Persistently Low Performing Schools list, school staff, leadership team members, parents and community members reviewed the four models, discussed the progress of the school program and the progress of students, brainstormed programmatic components, and agreed that the Turnaround Model was the appropriate model to close the academic achievement gap at Costaño School.

Instruments Used to Conduct Analysis

Ravenswood City School District has been under a Corrective Action Plan sanctioned by the California State Board of Education for three years. The district's academic program progress is monitored by a District Assistance and Intervention Team (DAIT) from the San Mateo County Office of Education's Program Improvement Unit. The DAIT was appointed by the State Board of Education to monitor and ensure that RCSD and Costaño teachers are fully implementing State Board of Education (SBE) approved, core English Language Arts (ELA), English Language Development (ELD), and mathematics curriculum and an intensive intervention ELA program for students two or more years below grade level. The monitoring process ensures fidelity to the core programs. An Academic Performance Survey (APS) has been conducted for the entire district and individual school sites. Costaño staff completed their APS in

May of 2008 and updated it in the fall of 2009. This work became the premise for the Single School Plan for Achievement that presently serves as their instructional guidelines. The district and DAIT team follow the progress of the students using the Essential Program Components (EPCs) and student benchmark data. In addition to the data gathered from these assessments, RCSD also used the ELSSA - (English Learner Subgroup Self Assessment) to measure the progress of English Learners (ELs) at the school. Student progress is measured by benchmark tests in ELA and mathematics that are administered every six to eight weeks. The Assessment Coordinator creates data reports for the school and the school engages in data analysis meetings. Each individual student's progress is posted on a data wall. Costaño's District Corrective Action Plan will be updated in June 2010.

Roles and Responsibilities in Conducting Needs Analysis

The school's leadership team, including teachers, classified staff, parents and administrators, participated in completing the APS and ELSSA surveys. In addition, LEA directors and the Assistant Superintendent participated in completing the surveys used for assessment. Further, the surveys were presented to the entire school's staff for input and feedback. The San Mateo County Office of Education (SMCOE) staff facilitated the work sessions toward the completion of the APS and ELSSA, as part of the Program Improvement process. DAIT developed corrective actions to strengthen the programs at Costaño School.

Costaño School stakeholders, including teachers, classified staff, parents and administrators, participated in reviewing the findings of the needs assessment and their implications towards intervention model selection. Ravenswood City School District Board Members and district staff, including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Special Education and district directors, reviewed the findings, the process of involving stakeholders and the evidence to support selecting the Turnaround Model, providing feedback and asking clarifying questions. Collaborative partners participated similarly, including the After School Program (ASP) Coordinator, Executive Director of the 49er Academy, Site Council, and English Learners Advisory Committee.

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The DAIT lead for Costaño School, the District Director of Categorical Programs and Multilingual Services, representatives from the Ravenswood Teacher's Association (RTA), including the President and Negotiations Chair, and the district Director of Human Resources provided additional input in selecting the appropriate intervention model, especially given existing limitations in implementing some of the required elements of the Transformation Model around teacher incentives and evaluation.

Process for Analyzing Findings and Determining Intervention Model

The Principal, leadership team and district level personnel worked to define the reform work documented in this application as verified by agendas, surveys and PowerPoint presentations. Through a variety of stakeholder meetings in 2010, after a year of implementation of the corrective actions, Costaño School stakeholders, including teachers, classified staff, parents and administrators, participated in evaluation and selection of the appropriate intervention model. The stakeholders (administration, teachers, parents, and community members) met on four occasions to review the four SIG models. During the meetings participants compared each model's required activities to analyze which model was the best fit for the school given the assessment findings. They reviewed student performance data for all significant subgroups, the 9 Essential Program Components, the District Assistance Survey, and the Least Restrictive Environment as written in the district's RSIP plan for students with IEPs. Discussions took place about the students' instructional day and the professional development needs of staff. Staff recognizes that the school's reform work to date is aligned to the DAIT Corrective Action Plan. Also discussed were the school's history and the school's academic climate. The over-arching needs from the needs analysis findings determined that the school was in need of engaging in a Turnaround effort.

School community and Board of Education input sessions also took place before approving the final application that is being submitted for review. At School Board Meetings in March, April and May 2010, Ravenswood City School District Board Members and district staff, including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Special Education and District Directors, similarly reviewed the collective evidence to support selecting the Turnaround

Model, including survey findings, the progress made through the corrective actions, the various capacity elements of Costaño School, and the input of stakeholders.

Findings

The APS and ELSSA data revealed that there were some positive instructional practices at Costaño School: including a number of strong teachers, partial implementation of the core adopted programs, collaboration with foundations and community organizations, and benchmark assessments. The data also clearly showed that the school's operation and instructional program needed reform in the following areas: 1) Full implementation of the core adopted programs; 2) Uninterrupted instructional time; 3) Benchmark assessment system; 4) Analysis of student data to inform decision making; 5) Instructional coaching; 6) Professional development in the use of the adopted programs (AB430 and SB472); and 7) Development of a hiring process for strong teachers.

Based on Williams Review Audits, every student at Costaño is provided with the SBE-adopted textbooks and workbooks. The APS and ELSSA confirmed that teachers were partially implementing the ELA programs and substantially implementing the mathematics programs. The survey data also showed the need for additional training and coaching in the delivery of the core adopted materials. With the exception of a pacing guide for the English Language Development (ELD) curriculum, which is in development, all core programs have a pacing guide that is aligned with benchmark assessments. New intensive intervention programs were adopted and implemented for ELA and math. With the intensive intervention programs, students that are academically performing two or more years below grade level have access to curriculum at their ability levels. In addition, these research-based programs are designed to accelerate student learning to bring students up to grade-level within a two year period.

Using the APS and ELSSA data as a guide, the following actions are currently implemented at Costaño School:

- Pacing guides are developed and implemented at Costaño School for ELA, Math, and intervention programs. Currently, an ELD pacing guide is being developed.

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- Instructional time has been established using our DAIT recommendations.

- All staff has been provided the opportunity to participate in the SB472, 40 hour, trainings for the core adopted programs. At Costaño a substantial number of teachers have received the required training: 77% ELA (Open Court), 75% ELA (McDougal Little), 100% ELA (Inside – Intervention), 60% Math (Everyday Math), and 100% Math (Prentice Hall). In addition, teachers participate in research-based reading strategies and strategies for English Learners (ELs). Teachers also participate in on-going Professional Learning Teams and grade-level planning throughout the school year.

- To address the need of a more robust use of student data to drive instruction and decision-making at Costaño, a system of analyzing data has been implemented to ensure that every student and teacher has a goal and that progress is monitored towards achieving the goals. Edusoft data system is used to process students' benchmark data and disaggregate it to make targeted decisions. The Principal meets with every teacher on a quarterly basis to ensure progress and to identify challenges in a timely manner.

- To provide teachers with resources to implement the ELD program successfully, supplemental materials and planning time was suggested as a better use of categorical funds. In addition, teacher and staff surveys revealed that resources offered to the middle school teachers and students should also be offered at the elementary level (i.e. planning time, music, art, PE, etc.).

- As the data indicated that the new Costaño Principal had to have experience in both elementary and middle school programs, the current Principal was hired in 2008 and meets this qualification. In addition, the teacher screening and hiring process needed reform to select and hire more experienced and qualified teachers. DAIT provided assistance to the Human Resource Director to develop a process to screen and hire staff for Costaño. In addition, to continue to hire qualified teachers to meet the reform model's objectives, the new SIG Plan's screening process will allow for screening of existing teachers that may not meet the requirements of the Turnaround Model.

Currently, Costaño School has a core team of teachers, resource teachers, integrated services staff and a Principal that are fully engaged in the discussion of the reform effort as it relates to the SIG grant. Using the enhanced screening and selection process identified in this grant, the Principal will carefully select new staff for 2010 to complement the core team, move Costaño School out of program improvement status and meet the rigorous goals that this grant requires.

A majority of Costaño's current staff is qualified to be part of the reform effort. To date, staff has had multiple days of professional development in ELA, ELD and mathematics training. They have had SB472 training in the adopted core instructional program; 77% ELA (Open Court), 75% ELA (McDougal Little), 100% ELA (Inside – Intervention), 60% Math (Everyday Math), and 100% Math (Prentice Hall). The Principal has been trained in the AB430 ELA and mathematics programs. The current staff, Principal, DAIT staff, and district administrators have created a coherent well articulated plan (SIG Plan) to accelerate student achievement for the next three years.

For instance, the plan incorporates embedded time for grade level teams to collaborate using well-specified protocols to ensure collaborative efforts are focused on student achievement. The protocols will be used to analyze data systematically in order to create S.M.A.R.T goals; that is, goals and actions created out of the professional learning teams will be specific, measurable, attainable, realistic and timely.

Currently, Costaño School incorporates a community school approach to address the needs of the whole child. Research shows that when the physical, social, emotional, and academic needs of students are addressed, the environment that fulfills all the necessary conditions for learning is created. With the After School Program and additional support services provided on campus, students receive a wealth of resources. While there are a number of partner agencies providing services on campus, there is not one person on-site designated to coordinate the efforts. A Community Outreach Coordinator will help students stay in school and make right choices by connecting the school with needed community resources. By bringing resources, services, parents, and volunteers into the school, and *coordinating* the activities, Costaño can create a community of caring adults who work hand in hand with educators.

SELECTION OF INTERVENTION MODEL
Rationale – How Findings Led to Selection

The findings from the needs analysis led to reform efforts that started in the fall of 2008, such as: hiring a new Principal; releasing ineffective staff and hiring new staff; implementation of the ELA, math and ELD programs; adoption and implementation of ELA and math intensive intervention programs; use of student data to set goals and drive decision making; uninterrupted instructional time; SB472 and AB430 professional development in ELA and math; and coaching on the implementation of the core programs. These reform efforts yielded significant progress in student achievement and are aligned with the required activities of the Turnaround Model. The SIG Plan documented in this grant will enable Costaño School to build upon last year's progress in student achievement and come into full alignment with the DAIT corrective actions, while fulfilling all of the required activities of the Turnaround Model.

The specific findings that contributed to the selection of the Turnaround Model are detailed below.

Instruction

It was found that partial implementation of the core adopted programs had already occurred as part of the reform efforts that began in 2008 and that based on DAIT corrective actions, Costaño School needed to implement fully the core adopted programs in ELA, ELD and math. In addition, SBE adopted intensive intervention programs have been implemented in ELA and math. Curriculum pacing guides have been created and implemented to correspond to benchmark assessments in ELA and math. A pacing guide for ELD is in development. Instructional time has been established using Costaño School's DAIT recommendations.

Professional Development, Collaboration and Instructional Support

All staff has been provided the opportunity to participate in the SB472 40-hour trainings for the core adopted programs. They have had SB472 training in the adopted core instructional program: 77% ELA (Open Court), 75% ELA (McDougal Little), 100% ELA (Inside – Intervention), 60% Math (Everyday Math), and 100% Math (Prentice Hall).

The Principal has been trained in the AB430 ELA and mathematics programs. The SIG Plan requires that all teachers receive the SB472 training in core adopted programs. Additional job-embedded professional development has been identified to foster subject expertise and skills development in an effort to attract, retain and support high quality teachers. The SIG Plan also outlines a new schedule for all grades to incorporate much-needed collaboration and planning time for teachers and academic enrichment for students. This collaboration and planning time will contribute to the utilization of student data to adapt instruction to the individual needs of students, fidelity to the core adopted programs, and increased effectiveness in implementing the ELD program successfully.

Use of Student Performance Data to Inform and Modify Instruction

As part of the reform efforts that began in 2008, a system for analyzing data has been implemented to ensure that every student and teacher has a goal and that progress is monitored towards achieving these goals. The SIG Plan to implement the Turnaround Intervention Model will allow for critical collaboration time across grade levels and by subject to analyze student data to adapt instruction to meet individual student's needs.

Staff Effectiveness

With the 43% turnover of staff as part of the reform effort, the majority of the current staff is qualified to support the Turnaround Intervention Model. As documented above, the majority of teachers have completed the SB472 training. The current staff has been an integral part of the development of the SIG Plan and is invested in the continuation and enhancement of the current reform efforts to advance student achievement through the implementation of the Turnaround Model.

At two public meetings on April 22, 2010 and May 6, 2010, both at the district and site level, Costaño's stakeholders (teachers, support staff, parents, district administration, unions, community organizations, and foundations) selected the Turnaround Model, as much of the Program Improvement corrective reform is aligned with the required activities of the intervention model. These current reform efforts have had a significant impact on student achievement, including a 60 point API gain in 2009, after three consecutive years of decline. With the implementation of elements of the

Turnaround Model, Costaño School reached Safe Harbor in math and had an increase of over 10% of students meeting proficiency and above. There was also an increase of over 5% of students meeting proficiency in ELA in 2009. These relatively conservative gains can be increased with the full implementation of the Turnaround Model.

The current LEA's union agreements (Ravenswood Teacher's Association and California School Employees Association) are already mostly aligned with the model. Memorandum of Understanding has been developed and signed between unions and the LEA to fully align with the Turnaround Model. In addition, the Turnaround Model offers important opportunities to advance student academic achievement, such as teacher/staff professional growth, flexible schedules, an extended school day, teacher incentives, a screening process for the hiring of quality staff (including teachers, Principal, and support staff), and providing supplemental academic and enrichment activities for our students and parents.

The LEA and the unions understand the Turnaround Model of intervention for a SIG requires certain activities, standards, and/or strategies to be implemented in order to apply for a SIG and in order to comply with the terms of a SIG, including, but not limited to: a) Use of locally-adopted competencies, such as the California Standards for Teaching Profession, to measure effectiveness of staff who can work within the Turnaround environment to meet the needs of students; to screen all existing staff and rehire no more than 50 percent, and select new staff; and b) implement such strategies as: (1) financial incentives, (2) increased opportunities for promotion and career growth; (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the Turnaround school; and (4) other required strategies.

In addition, the LEA and the Ravenswood Teachers Association agree that union members must be screened for eligibility for assignment at Costaño School for the 2010-2011 school year under the Turnaround Model. Whether they are to be retained at Costaño or whether they are to work at Costaño in the 2010-2011 school year as a different assignment from the 2009-2010 school year will be determined through this process (See attachment titled: *Memorandum of Understanding*).

Collaborative Partners Involved

Costaño School involved all of its stakeholders in the selection process, starting with the leadership team at the school site (comprised of six teachers representing multiple grade-levels), the After School Program (ASP) Coordinator and the Executive Director of the 49er Academy. The Principal, Ms. Sudaria, then presented to the Site Council, English Learners Advisory Committee, and parents to explain Persistently Low-Achieving Schools, explain the reform models and invite feedback and questions. The reform models and process were discussed at several Ravenswood City School District Board Meetings, involving School Board Members, community members, the Superintendent, Assistant Superintendents of Curriculum and Instruction and Special Education and district directors. Additional site meetings involved the DAIT lead for Costaño School, the District Director of Categorical Programs and Multilingual Services, all teachers, classified staff, representatives from RTA, including the President and Negotiations Chair, and the district Director of Human Resources. An additional public meeting was held at the school site to present to and invite feedback from parents and community members on the proposed components of the school improvement plan under the Turnaround model.

Rationale for not selecting other three models

Closure Model – The findings from the needs assessment clearly demonstrates that while Costaño School had low API scores for three consecutive years (2006-2008), it also possesses key strengths in staff, instructional model and community resources as well as the capacity to implement an intervention model to drastically improve student achievement. Additionally, through the various stakeholder meetings, it was clearly communicated that the community did not support school closure and identified the Turnaround Model as the best option to accelerate student achievement at Costaño School.

Transformation Model – Costaño School stakeholders, including teachers, administration, and representatives of the district, parents, school board, and unions analyzed the Transformation Model and it's required activities. It was evident in the

conversations and feedback from stakeholder meetings that the Transformation Model could not be fully implemented due to the following reasons:

1. The primary reason is that there were two items that had to be negotiated with the unions regarding evaluations using student data and possibility of merit pay. Given the limited time to submit the RFA, these items would have been a barrier toward expanding the opportunities for the Costaño community.

2. The reform activities that began in the fall of 2008 at Costaño School, which had significant impact on student achievement, are mostly aligned with the Turnaround Model. Examples of such activities include: replacement of the Principal, a systematic use of student data, extended day for middle schools students, and the implementation of the Essential Program Components.

Charter Model – Costaño School stakeholders, including teachers, administration, and representatives of the district, parents, school board, and unions analyzed the Charter Model and it's required activities. The feedback focused on the failure of several charter schools within the community of East Palo Alto. Within the last five years, three charter schools have failed our students. These charter organizations failed to implement programs and services to meet the needs of our student population. Our stakeholders did not want to gamble with a charter organization given that the current instructional programs at Costaño are showing positive results in student achievement.

DEMONSTRATION OF CAPACITY TO IMPLEMENT INTERVENTION MODEL
Summary
Our school improvement strategies will be integrated under our mission to create a school and community that is united in excellence, creating the supportive environment that fosters achievement in academics, character development and social-emotional wellness for our students. At the same time, we will create an environment for our staff that will ensure that they are well equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. By creating an environment of high expectations on all levels, while providing the academic and

social-emotional supports to succeed, Costaño School will help our students achieve in school and in life. Costaño School will establish itself as a hub of the community, fostering parent and community involvement, providing resources, support and education to parents and community members, and ultimately uniting *all* in excellence.

A strong instructional foundation has been developed and implemented at Costaño School since the fall of 2008; primarily, the implementation of the Nine Essential Program Components for schools under CDE's Program Improvement plan. These research-based instructional practices and operational systems are vertically aligned from one grade to the next and have proven to have a positive impact on student achievement, as API scores increased by 60 points in 2009. It is evident that by expanding the current instructional practices, securing highly effective teaching and support staff, increasing community outreach activities, and offering enrichment opportunities for our students, Costaño students will make significant academic gains. Building on this foundation, Costaño School will implement the Turnaround Model by:

1. Adopting new policies that support a school community united in excellence, where staff, parents and the community come together to foster academic and personal success in our students through high expectations and academic and social-emotional supports. New policies include: giving our new Principal sufficient operational flexibility including the final decision on staffing for the school site; financial incentives for teachers, implementation of flexible work conditions that help recruit and retain high quality staff; the implementation of a rigorous screening process for the hiring of staff and outside service agencies that will provide services on the school site; and a new parent, teacher and student commitment to excellence contract.

2. Extending the school day to increase instructional time, provide enrichment electives and activities that support a robust and well rounded instructional program, support teachers in effectively implementing the core curriculum and allowing planning time to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students.

3. Providing extensive professional development in the ELA, ELD and math core curriculum, ELA Intervention, expertise in reading, writing, ELD and mathematics, and skill-based learning that is research-based. Through the hiring of site based instructional coaches, Costaño will provide additional ongoing, high quality staff development that is job-embedded to ensure that all teachers are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the school turnaround reform strategies.

4. Offer mental health services to students and their families to remove barriers to learning in the classroom, recognizing that students that have their social and emotional needs met can focus on their academics effectively.

5. Transform Costaño School into a community-oriented school, creating a culture for partnering with parents and community organizations to create a safe school environment that will meet the needs of our students. Costaño's community outreach program will bring to the table all sectors of our community to develop a comprehensive plan to address the needs of our young people. The resulting program will be based on the specific needs and existing resources of our community. The outreach program will connect with community agencies, local universities and social and human services agencies to bring services needed most by our students directly into the school. By providing these additional supports, Costaño School will aid our students in getting their needs met, enabling them to better focus on their academic achievement.

The SIG Plan implements strategies that a) ensures equity and access to the core curriculum for all students throughout the system, b) creates a coherent, standards-based system in all areas: curriculum, assessment and instructional practices, c) provides increased professional development opportunities for all teachers including job-embedded professional development for teachers to specialize in academic areas and support their career growth, d) creates flexible scheduling and collaboration time for teaching and support staff, e) implements a data driven process to inform district, site and classroom decisions, policies and practices and to identify individual student needs

and f) ensures funding is aligned with the district goal of improving achievement for all students.

The SIG funding will be used to maximize students' academic and enrichment opportunities through these specific activities in the SIG Plan which are in alignment with each required activity of the Turnaround Model.

Required activity: Replace Principal and provide operational flexibility (staffing, calendars/time, & budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes.

Specific activities: The new Principal, Ms. Gina Sudaria was hired in July 2008. In alignment with the recommendations of the needs assessment, Ms. Sudaria has K-8 experience. The following activities will provide the operational flexibility needed to effectively implement the Turnaround Model:

- SIG funds will be used to hire an Academic Dean to oversee academic instruction, staff collaboration, student data analysis, and ensure fidelity to standards-based curriculum and instructional time requirements.
- SIG funds will support a part-time Turnaround Coordinator to oversee the SIG Plan. In coordination with the Turnaround Coordinator, the Principal will have control over the school site staffing. The RCSD has agreed to allow the Costaño Principal the flexibility to choose her own staff with the understanding that the staff has gone through the new screening process implemented through the Turnaround Model. Staff will no longer be placed at the school site by the District; they will need to be screened and ultimately chosen by the site Principal.
- In collaboration with the school leadership team, the Principal will have the flexibility to create a school schedule that meets the needs of the students, staff and school at large, while ensuring compliance with the School Improvement Plan, DAIT recommendations and the Turnaround Model required activities.
- The flexibility of the instructional day will give teachers common grade-level collaborative time to analyze data, identify students' individual needs, develop

instructional plans, and co-plan with resource specialists (i.e. Special Education team, ELD Specialists, Reading Recovery teachers, etc.).

- SIG funds will provide for a stipend for the Principal to effectively lead the reform effort, extending her work year by 10 days.
- SIG funds will support a summer retreat for all Costaño School staff, addressing the mission and guiding principles of the school under the reform effort.

Required activity: Use locally-adopted competencies to measure the effectiveness of staff, screen existing staff and rehire no more than 50% and select new staff.

Specific activities:

The site will continue to use certificated evaluations, based on the California Standards for the Teaching Profession, to measure the effectiveness of staff after the existing and new staff has been screened. The primary purpose of evaluation is the improvement of the competence of all probationary and permanent employees and thereby the improvement of the quality of education for all students in the Ravenswood City School District. The Principal evaluates and assesses the competency of both probationary and permanent employees as it reasonably relates to the following standards: 1) Engaging and supporting all students in learning; 2) Creating and maintaining effective environments; 3) Understanding and organizing subject matter for student learning; 4) Planning instruction and designing learning experiences for all students; 5) Assessing student learning; 6) Developing as a professional educator; and 7) District professional requirements.

In evaluating the California Standards for the Teaching Profession, the formal observation form utilizes the following ratings:

- Exceeds Standards / Integrated Mature Practice
- Satisfactory / Consistent Application of Standards
- Needs Improvement / Developing Beginning Practice
- Unsatisfactory / Not Consistent with Standard Expectation

In case of negative observation(s), the Principal takes positive action to assist the

teacher in correcting cited deficiencies. The Principal's role to assist the teacher includes but is not limited to the following: specific recommendations for improvement; direct assistance to implement such recommendations; provisions of additional resources to be utilized to assist with improvement such as Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and the Classroom Organization and Management Practice (COMP) Trainings; techniques to measure improvement and a time schedule to monitor progress.

The district, in partnership with the Costaño School staff, Principal and Ravenswood Teachers Association (RTA) has developed a rigorous screening process, as detailed below, for all staff at the school site. If teachers and staff pass the screening process, they will remain on staff. If they do not pass the screening process, they will be removed from the site. As 43% of the staff was already turned over last year as part of the reform efforts that began in 2008, a minimum of 7% more of the staff will be released and not rehired through this screening process.

The Parties (RTA and the LEA) agree that the following will be the characteristics of the screening process by which the District determines the eligibility of RTA members who request to obtain an assignment at Costaño and/or McNair for the 2010-2011 school year:

a) Any RTA member with a rating of unsatisfactory on any standard on a District formal evaluation within the past two years will be deemed not qualified for an assignment at Costaño and/or McNair for the 2010-2011 school year and will be disqualified from consideration;

b) The District (LEA), using the rubric of Standard of 5.4 in the RTA evaluation document, will review teacher-selected student achievement data on ELA, ELD and Math for RTA members who request to obtain an assignment at Costaño and/or McNair for the 2010-2011 school year;

c) The District, using the rubric of Standard of 4.4 in the RTA evaluation document, will review the teacher-selected evidence of short term and long term planning as demonstrated in lesson plans and unit development for RTA members who request to obtain an assignment at Costaño and/or McNair for the 2010-2011 school year;

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d) The District will require signed agreement to demonstrate a personal commitment to reform of RTA members who request to obtain an assignment at Costaño and/or McNair for the 2010-2011 school year. The employment statement will include a signed commitment: i) to collaborate with the Principal, coaches, and colleagues, and participate actively with Integrated Services personnel, creating a standard for co-teaching as outlined in the Ravenswood Self Improvement Plan; ii) to a belief that all students can succeed; and to have a vision regarding the reform and acceleration of work; iii) to the use of data to inform instruction; iv) to establish a positive, functional school culture that is driven by student success and to work an eight hour day for the duration of the grant and/or during the RTA member's assignment at Costaño and or McNair for the duration of the SIG funding.

e) The District will require a brief written statement from each RTA member that indicates their personal commitment to reform and to their contribution to the efforts of RTA and LEA under the SIG funding.

Any new staff to be hired will have to go through the same process and will be held to the same high expectations as the current staff. SIG funds will provide new and existing staff with the appropriate staff development, tools, support and materials that they need to be successful. Specifically, staff will receive the following professional development activities paid for by the SIG funds: SB472, Writer's Workshop, GLAD Training, and Strategic Schooling; as well as the following support, tools and materials: Coaching in ELA/ELD and math; peer support and collaboration through Professional Learning Teams; Document Readers, SMART Technology, and Teacher Tablet laptops. Costaño teachers act as a team; they are committed to the Turnaround Model and know that failure for students at their school is not an option.

Required activity: Implement strategies to recruit, place and retain staff (financial incentives, opportunity for promotion and career growth, flexible work conditions).

Specific activities:

Costaño School will implement a variety of strategies to recruit, place and retain high quality staff that are capable of implementing the Turnaround Model to improve student academic achievement.

Flexible Schedules/Planning for Teachers – Common and personal planning time is critical for the delivery of an effective instructional program across grade level, subject areas and vertically aligned through each grade. SIG funds will support the extension of the school day for K-5 (grades 6-8 already have an extended day as part of the reform efforts), which will allow for the planning and collaboration periods. The collaboration block will have clear and specific objectives overseen by the Academic Instructional Team, including: lesson planning and unit development for all content areas, student data analysis, collaboration/co-planning with Special Education staff, and parent communication. SIG funding will be used to hire certificated teachers to offer ELD, Art, Technology, Music and Physical Education to students while classroom teachers have a common collaboration block, in addition to a personal prep period. Specifically, SIG funds will hire a Technology Teacher for K-5 (1.0 FTE), an Art Teacher for K-5 (.5 FTE, as .5 FTE is already provided by Art in Action), a Music Teacher for K-5 (.5 FTE, as .5 FTE is already provided by Music in the Schools funds), Music/Multimedia Specialist Teacher for 6-8 (1.0 FTE) and a Physical Education/Health Teacher for 4-8 (.5 FTE, as .5 FTE is already provided by RCSD's General Education Funds).

Required activity: Job-embedded professional development aligned with school's comprehensive instructional program and designed with school staff.

Specific activities:

The design of the school schedule to allot for individual and collaborative planning was intentional and strategic. Professional development in many schools is an "add on" activity; something that happens in after-school workshops or for three days in

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the summer. Research highlights that professional learning best serves goals of student academic improvement when teachers learn together in the context of their own schools and as a normal part of the school day. Teachers face a crush of daily activities with little time to reflect together on their practice. Yet schools with successfully implemented collaboration strategies tied to student learning report an increase in student achievement, a greater ability to implement innovative lessons, and increase in job satisfaction. SIG funds will pay for professional development activities, including ELA/ELD and math coaches, GLAD and Writer's Workshop Training, standards-based training, Strategic Schooling Part II, ELA/Math/ELD SB472 training, and technology training. In addition, SIG funds will pay for substitute teachers to allow teachers to participate in professional development opportunities during the school day and extra duty stipends for 10 days of professional development during the summer. **Charts 5.0** and **6.0** illustrate the planning and collaborative time in the teacher schedules.

Chart 5.0 Elementary and Intermediate Teacher Schedule

Elementary and Intermediate TEACHER Schedule								
Grade /Time	K	1	2	3	4	5	Art/Music	ELD Specialists
8:00-8:25	Contractual & Additional Duties	Contractual & Additional Duties	Contractual & Additional Duties	Contractual & Additional Duties	Contractual & Additional Duties	Contractual & Additional Duties	Contractual & Additional Duties	Contractual & Additional Duties
8:30-8:45	Formal Greeting Breakfast/ HW	Formal Greeting Breakfast/HW	Formal Greeting Breakfast/HW	Formal Greeting Breakfast/HW	Formal Greeting Breakfast/HW	Formal Greeting Breakfast/HW	Formal Greeting Breakfast/HW	Formal Greeting Breakfast/HW
8:45-9:32	ELA	ELA	ELA	ELA	Prep	ELA	Prep	ELD
9:32-10:19	Prep	ELA	ELA	ELA	ELA	ELA	Special	Prep
10:19-11:06	ELA	ELA	ELA	ELA	ELA	ELA	Professional Learning Teams	Professional Learning Teams
11:06-11:53	LUNCH	Prep	MATH	MATH	ELA	Prep	Special	ELD
11:53-12:40	MATH	LUNCH	LUNCH	MATH	Professional Learning Teams	Professional Learning Teams	Special	ELD
12:40-1:27	MATH	MATH	MATH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:27-2:14	REST	MATH	Prep	Prep	MATH	MATH	Special	ELD

2:14-3:01	Professional Learning Teams	Science/SS	Science/SS	Professional Learning Teams	MATH	MATH	Specials	ELD
3:01-3:48	Science/SS	Professional Learning Teams	Professional Learning Teams	Science/SS	Science/SS	Science/SS	Specials	ELD
3:48-4:00	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Dismissal Supervision	Dismissal Supersivion

Chart 6.0 Middle School Teacher Schedule

Middle School TEACHER Schedule								
Time/Teacher		6 A	6 B	7 A	7 B	8 A	8 B	ELA Interv. Teacher
8:00 – 8:25 Meetings	Contractual & Additional Duties							
8:30 – 8:48	Homeroom/ Breakfast							
8:51 – 9:36	Period 1	PREP	PREP	ELA	MATH	ELA	MATH	C
9:39 – 10:24	Period 2	ELA	MATH	ELA	MATH	ELA	MATH	C
10:27 – 11:12	Period 3	ELA	MATH	PREP	PREP	LUNCH	LUNCH	C
11:15 – 12:00	Period 4	SS	SCI	LUNCH	LUNCH	PREP	PREP	LUNCH
12:03 – 12:48	Period 5	LUNCH	LUNCH	ELA	MATH	ELA	MATH	C
12:51 – 1:36	Period 6	ELA	MATH	Professional Learning Teams		ELA	MATH	C
1:39 – 2:24	Period 7	ELA	MATH	ELA	MATH	Professional Learning Teams		C
2:27 – 3:12	Period 8	SS	SCI	SS	SCI	SS	SCI	PREP
3:15 – 4:00	Period 9	Professional Learning Teams		SS	SCI	SS	SCI	Professional Learning Teams

Core Curriculum Professional Development

Specific professional development activities include the provision of SB472 in core adopted programs, individual planning time, professional learning teams, instructional coaching in core adopted programs and teaching skills and subject expertise development, such as Writer's Workshop and GLAD. Giving priority to DAIT required

professional development, additional options will be provided on a Tiered Training Cycle, as illustrated in **Chart 7.0**.

Chart 7.0 Tiered Professional Development Cycles

Tiered Training Cycles	Professional Trainings	Timeline	Participants	Trainer
Year One	•**AB430** – Admin Training	Fall/ year round	Administrators	SMCOE
	•**SB472** training for **ELA, Math and**	Fall 2010	All Teachers	SMCOE
	Inside Programs	Fall 2010	All	RCSD
	•**Standards Plus**	Fall 2010	Intervention Teachers	Standards Plus
	•**Strategic Schooling –Part ii**	Year-Round 4 sessions per year	All Staff	Dennis Parker & Charlotte Knox
	•**Technology ELD/Literacy /Writing Across the Curriculum**	4-5 Sessions throughout the year	All Teachers	Consultants from Apple
	•**EduSoft**	Fall of 2010	New Staff	District Consultant
	•**Infinite Campus**	Fall of 2010	All Staff	TBD

				Katy Johnson
Year One	•Writer's Workshop	Fall of 2010	All Teachers	
	•GLAD	August 2010/ 4-5 throughout year	All Teachers	Jennifer Analla
Year Two	**Continuation of Writer's Workshop**	Coaching throughout (plus new teachers)	All Teachers	ELA/ELD Coaches, Consultant
	Continuation of GLAD	Coaching throughout (plus new teachers)	All Teachers	ELA/ELD Coaches, Consultant
	Phase III of Strategic Schooling	Year-Round 4 sessions per year	All Staff	Dennis Parker & Charlotte Knox
	SB472 in ELA/Math/ELD	Fall/ year round	Staff as needed	SMCOE/ RCSD Coordinator
	* Phase I Professional Development in GLAD, Strategic Schooling, Writer's Workshop, EduSoft, Standards Plus, and Technology to any new staff	Fall/ year round	Staff as needed	

Year Three	SB472 in ELA/Math/ELD	Fall/ year round	Staff as needed	SMCOE/ RCSD Coordinator
Year Three	* Phase I Professional Development in GLAD, Strategic Schooling, Writer's Workshop, EduSoft, Standards Plus, and Technology to any new staff	Fall/ year round	Staff as needed	

Collaboration Time and Professional Learning Teams

Teacher planning time can be distinguished between teacher preparation or prep and common planning time or professional learning teams. Prep is time for individual teachers to prepare lessons, grade assignments and tests, and meet with students. Professional Learning Teams (PLT's) are school-based grade level or content learning communities who: 1. share and build on each other's pedagogy and content knowledge; 2. create shared language and standards for practice and student outcomes, 3. create shared understanding of multiple sources of data; and 4. build and sustain essential, positive aspects of school/district culture around norms, instructional practices, shared responsibility for student learning, reflection and collaboration (Dufour and Eaker, 2008; Darling-Hammond and Sykes; Wenger and McDermott, 2003; and Barth).

Agendas and the school schedule will show that teacher teams meet regularly to collaboratively plan rigorous lessons, develop common/school-wide assessments, evaluate formative/benchmark assessments for remediation and enrichment, and review individual student evaluation strategies to know what each student has learned and still needs to learn. Professional Learning Teams will focus on a specific subject for each of the four PLT sessions, ELA, Math, English Language Development, and integrated services on a weekly basis.

Coaching

SIG funding will used to pay for full-time on-site coaches in ELA, ELD and math, who will be integral to providing support to teachers in the successful implementation of the core adopted curriculum. These content coaches will also ensure cohesion between the academic supports provided to students during the extended school day and those offered in the After School Program.

A peer coaching support system will be developed to build the internal capacity of new coaches to coach and deepen their understanding of teaching and learning especially in the area of the writing process and the skills and mindsets of a writer. The New Teacher Center (CBO) will create and support this Coaching Support System in conjunction with administration.

The coaching support will attract and help retain excellent teachers at the site. Coaching, built on a trusting relationship and specific instructional goals, will build the resiliency and efficaciousness of teachers. This in turn creates a professional climate of support that retains teachers. Research has shown that teachers who have a coaching relationship, shared aspects of teaching and planning and share experiences, practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand their repertoires (Joyce and Showers, 1987).

Standards Based Instruction

Knox Educational Associates training, coaching, strategies and intervention work is successful, as evidenced by the growth points earned at the agency's sites for the Academic Performance Index. In 2006, the average API gain was seventy-five points in the five sites at which Knox Associates worked comprehensively (ten days or more) for the school year. Another eight schools and districts utilized the consulting agency for specific instructional or systemic targets. Writing, test taking strategies, data analyses, and English Language Learner instruction were the most common professional development services provided. Costaño staff will work with Knox Educational Associates to implement Standards Based Instructional strategies.

Strategic Schooling

There are three discrete groups of students whose circumstances put them in particular need of equity and fair play: socio-economically disadvantaged, special education and disabled, and English Language Learners (ELs). Schooling circumstances for these students often create conditions that throw them off kilter and in need of ballast for balance and accelerated progress. The Strategic Schooling Model as developed by Dennis Parker will provide the balance to accelerate student achievement at Costaño School. The elements of Strategic Schooling are: 1. Targets, including achievement, student and content targets; 2. Feedback: using data and examples of student work directly related to the targets; 3. Know-how: the application of organizational, classroom and personal expertise by educators, students and parents in an effort to hit the targets; and 4. Context: the physical conditions, beliefs, values and assumptions at the school in which all of this occurs (Collins, 2001; Elmore, 2003; Haycock 2000; Reeves 2004; and Linden 1998). Costaño staff will participate in professional development to learn and implement these research-based strategies to accelerate student achievement.

Standards Plus

Standards Plus lessons are built using proven research to deliver an instructional system originally developed by teachers and administrators in the Fontana Unified School District. Over 3,000 mini lessons and assessments have since been refined to include Tier 1 prevention materials in mathematics, language arts, English, world history, algebra, and an array of specific intervention materials targeted for high school and Tier 2-3 students. All these lessons are aligned to rigorous academic standards.

Standards Plus is a direct instruction intervention process that is designed to supplement a school's regular curricular and instructional program. The foundation of Standards Plus is a quality assurance system built on the Plan – Do – Check – Act process that effectively delivers high level standards-driven skills to students (Education in Practice - Published by the American Productivity & Quality Center).

The core of the Standards Plus system is the mini lessons and assessments; however, the system derives its real impact by the following:

- Using the lesson content to improve teachers' instructional skills

- Providing consistent quality and equity through lesson delivery in all grades
- Generating manageable student performance data
- Creating opportunities for data-driven remediation
- Building grade level content vocabulary for English Language Learners.

Academic Language and Literacy Development

Dr. Kate Kinsella is an adjunct faculty member at San Francisco State and provides consultancy nationally to school districts regarding instruction for English Language Learners. In year two and three of the SIG Plan, Costaño teachers will be expected to attend Dr. Kinsella's Institute for EL students. The focus of the institute is to have a deeper knowledge and understanding of language acquisition and to use the language acquisition strategies to teach academic vocabulary and literacy.

Writer's Workshop

The professional development of teachers using Writer's Workshop, a process writing approach, develops teachers and students as writers. Writer's Workshop in the classroom includes extended periods of time for writing, an understanding of the writing process (from planning through final drafts and sharing with an audience), and opportunities for mini lessons/direct instruction based on grade level standards and the needs of the students. Students set individualized goals around their writing, have opportunities to discuss strengths and weaknesses, and think about the audience for the writing (Carnegie Corporation, 2007; and Calkins, 1994).

Technology

Technology professional development for teachers is a critical component for the success of any educational technology initiative. RCSD has devised a robust training plan for our technology project, consisting of:

1. Basic technical and network usage trainings for all recipients of teacher laptops.

2. Training for all classroom and special education teachers for the Prentice Hall math adoption. Ongoing coaching on implementing new math adoption resources

during the school year, provided by district math coaches and New Teacher Center mentors.

3. Training for 6th – 8th grade classroom and special education teachers on the ELA intervention curriculum adoption.

4. Proposed week-long Summer Computer Academy for 6th & 7th grade students at the end of June 2010 where teachers can sign up to receive more training, and produce technology-based special lesson plans that they will implement in their classroom for Fall 2010.

Required activity: Adopt new governance structure.

Specific activities: SIG funds will support the Turnaround Coordinator position at .5 FTE. The LEA will appoint a Turnaround Coordinator who will ensure the effective implementation of the intervention model. Together with the district Superintendent, DAIT Lead and Principal, the Coordinator will monitor progress by: analyzing quarterly benchmark student data; monitoring progress towards quarterly benchmark student achievement goals; establishing a weekly walk-through schedule to monitor the implementation of academic and enrichment activities; and providing technical assistance to the school's leadership team. The Turnaround Coordinator will aggregate student data and present it to stakeholders, including, but not limited to, School Board of Education, the District Leadership Team, School Site Council, and CDE. The Principal will have sufficient operational flexibility and in collaboration with the Turnaround Model Coordinator, will have the final say in school site staffing. The Principal and Academic Dean will have key responsibilities in monitoring the implementation of the Turnaround Model, as follows:

The Principal will:

- Monitor the full implementation of core adopted Instructional/Academic Programs
- Develop and implement Professional Development Plan for individuals and whole staff

- Monitor the implementation of strategies acquired through professional development
- Schedule professional development provided by instructional coaches
- Schedule coaching services for teachers and staff, managing the ELA and Math coaches
- Meet with individual coaches, teachers, and support staff to analyze student data and set goals
- Establish a School Leadership Team to broker resources based on student achievement data. SLT members will be composed of, but not limited to, coaches, Academic Dean, teacher representatives, Turnaround Coordinator, support staff, and community representatives.
- Schedule meetings with resource specialists (Music, Technology, Art, ELD, etc.) to analyze student data and set goals to maximize student achievement.

The Academic Dean will:
- Work directly under the Principal
- Monitor the entire instructional program with an emphasis on intervention.
- Ensure that the school's instructional program is aligned with the SIG, DAIT, CA State standards and core curriculum
- Manage and analyze data to ensure that assessments and data are driving instruction across the school
- Plan and deliver professional development and seek out professional development opportunities when needed with the goal to build teacher capacity and create teacher experts within the school community
- Provide instructional support in the After School Program to ensure that curricula and instructional activities are aligned with the school day

Required activity: Use data to implement instructional program that is research-based and vertically aligned from grade to grade.

Specific activities: As stated above, Costaño School is implementing the Nine Essential Program Components for schools under the CDE's Program Improvement plan. These research-based instructional practices and operational systems have proven to have a positive impact on student achievement. The Principal, in collaboration with DAIT, will ensure fidelity to the required program components through regular monitoring and evaluation. Additionally, SIG funds will support the hiring of additional core curriculum teachers, including: 1) 2 ELD specialists supporting ELs K-5; and 2) 1.0 FTE classroom teacher to maintain class size reduction in grade 4. SIG funds will also purchase the instructional materials of the Standards Plus Program, which is California approved as a supplemental curriculum. Finally, SIG Funds would support the Technology Plan, including the purchase of equipment for instruction and infrastructure and technology professional development for teacher and technology support staff (as detailed in the technology section below).

Student Schedule

The day will be extended for all students and staff to reach district and state goals, maximize results, and teach innovatively. Costaño School implemented the extended day model for its middle school program during the 2009-2010 school year. Students received additional instruction in English Language Arts and math, in addition to receiving instruction on a daily basis in social studies and science. Specials or electives were also added to the instructional program without interrupting core content curriculum, yet motivating students by creating additional interests in school apart from curricula. For the 2010-2011 school year, the extended day model will include grades in elementary and intermediate, in addition to middle school. **Charts 7.0** and **8.0** show samples of student schedules.

Chart 7.0 Elementary and Intermediate Student Daily Schedule

Elementary and Intermediate STUDENT Daily Schedule

Grade /Time	K	1	2	3	4	5
8:30-8:45	Formal Greeting Breakfast/ HW	Formal Greeting Breakfast/ HW	Formal Greeting Breakfast/ HW	Formal Greeting Breakfast/ HW	Formal Greeting Breakfast/ HW	Formal Greeting Breakfast/ HW
8:45-9:32	ELA	ELA	ELA	ELA	ELD	ELA
9:32-10:19	PE/ Specials	ELA	ELA	ELA	ELA	ELA
10:19-11:06	ELA	ELA	ELA	ELA	ELA	ELA
11:06-11:53	LUNCH	ELD	MATH	MATH	ELA	PE/ Specials
11:53-12:40	MATH	LUNCH	LUNCH	MATH	PE/ Specials	ELD
12:40-1:27	MATH	MATH	MATH	LUNCH	LUNCH	LUNCH
1:27-2:14	REST	MATH	PE/ Specials	ELD	MATH	MATH
2:14-3:01	ELD	Science/SS	Science/SS	PE/ Specials	MATH	MATH
3:01-3:48	Science/SS	PE/ Specials	ELD	Science/SS	Science/SS	Science/SS
3:48-4:00	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure	Exit Slips, Binder Check/ Closure

Chart 8.0 Middle School Student Schedule

Middle School STUDENT Schedule									
Grade Time		6 A	6 B	7 A	7 B	8 A	8 B	ELA Interv. 5 and 6	ELA Interv. 7 and 8
8:30 – 8:48	Homeroom Breakfast								
8:51 – 9:36	Period 1	Elective	PE	ELA	MATH	ELA	MATH	C	MATH
9:39 – 10:24	Period 2	ELA	MATH	ELA	MATH	ELA	MATH	C	MATH
10:27 - 11:12	Period 3	ELA	MATH	Elective	PE	LUNCH	LUNCH	C	PE/Lunch
11:15 12:00	Period 4	SCI	SS	LUNCH	LUNCH	Elective	PE	SS/SCI	Lunch/PE
12:03 12:48	Period 5	LUNCH	LUNCH	MATH	ELA	MATH	ELA	LUNCH	D
12:51 –1:36	Period 6	MATH	ELA	PE	Elective	MATH	ELA	MATH	D
1:39 – 2:24	Period 7	MATH	ELA	MATH	ELA	PE	Elective	MATH	D
2:27 – 3:12	Period 8	SS	SCI	SS	SCI	SS	SCI	SS/SCI	SS/SCI
3:15 – 4:00	Period 9	PE	Elective	SCI	SS	SCI	SS	PE	SS/SCI

English Language Development (ELD)

The mission of the English Language Development (ELD) Program is to provide meaningful direct instruction in English, both social and academic for non- or limited-English speaking students to become successful learners in a timely manner to meet the three Annual Measurable Achievement Objectives. The three Annual Measurable Achievement Objectives (AMAOs) established for English Learners are:

- **AMAO 1** requires that students **make annual progress** in learning English.
- **AMAO 2** requires that students **attain English Proficiency** (i.e. are fluent proficient) as measured by the California English Language Development Test (CELDT).
- **AMAO 3** requires that English learners **meet performance targets** as assessed through the California Standards Test.

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Students will receive daily English Language Development until they become proficient in English. Students will receive 45 minutes per day of ELD in the elementary, intermediate and middle school grades. ELD instruction will be delivered to a combined group of students where there are no more than two consecutive CELDT levels.

The ELD specialist will provide instruction in addition to that provided by the regular classroom teachers. Specific support for vocabulary and concept development in the subject matter content areas is also provided. The children are actively engaged in learning, listening, speaking, reading and writing skills in English. We also encourage and foster oral language development as appropriate to the students' ability levels. The ELD specialist will work collaboratively with classroom teachers, other specialists, and administrators to ensure that our entire instructional program is meeting the needs of our students and teachers, as well as meeting state requirements such as the Essential Program Components and Corrective Actions.

All ELD programs will have an active assessment component. Language proficiency will be assessed on an ongoing basis and students will be moved to new, more advanced groupings as soon as appropriate. The ELD specialists will monitor student data systems that allow for overall monitoring of year-to-year student progress. A school-wide spreadsheet (the Worksheet of Identified Need or "WIN") provides longitudinal data on student CELDT and STAR tests. Additionally, each student's EL folder contains a form documenting when federal and state mandated compliance tasks have been completed, in addition to individual student program summaries.

English Language Arts Instruction

All students will have Language Arts for a minimum of 1 hour for kinder, 2.5 hours for 1st – 5th grades, and 1.5 hours for 6th – 8th grade students during the school day, to include reading, writing and oral communications, using SBE standards-based adopted texts, materials and technology. Students will write, read and communicate daily. In addition, cross-curricular writing in Social Studies and Science, non-fiction and fiction reading, power point presentations, small group work, as well as, individual projects will be implemented. Pacing guides will be written by district office coaches, used by all

teachers and monitored by the Principal. It will be expected that all teachers participate in the ELA/ELD, technology and district trainings.

Teacher training in writing will be supported at the site and through this grant application. The writing workshops will be supported by the coaching from the ELA coach and by teacher support from the mentors from New Teacher Center.

Over the course of the three years, teachers will participate in training in the area of technology literacy, purchased with SIG funds. The full implementation of software components of the adopted curriculum will give students access to content as well as learn technology skills. Technology components are essential for meeting the academic needs of all target students, special needs students and English Language Learners. With technology the teacher can not only teach the core ELA curriculum, but can provide differentiated instruction.

Mathematics

Two periods of mathematics will be required daily so that all students leaving Costaño School will be at grade level or above math with a minimum of Algebra 1 competencies and be able to score proficient and above on the prescribed CSTs. Geometry will be made available if students progress successfully past Algebra 1 in the after school program math academy. Students of Costaño School will leave with the knowledge and skills they need to excel in advanced math tracks in the top high schools in the country. Students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on problem solving as well as on reinforcing basic math skills to the point of mastery. If mathematics becomes more challenging for the target student and/or others, the instructional team will provide additional assistance. Costaño School will implement a multi-pronged technology-based program to substantially improve student achievement in mathematics, ELD and language arts. Costaño School will hire a certificated technology instructor to implement the software components of the adopted core programs. The students will be able to use videos and other core curricular electronic resources to accelerate understanding and achievement.

Social Studies (SS)

A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum prepares students with knowledge of major events in history, teaches them to analyze the affect of the past on the present, and provides them with the skills necessary to evaluate current events, political structures, and philosophies.

Science (SCI)

K-8 students have opportunities to build connections that link science to technology and societal impacts. Science technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Science standards taught are viewed as the foundation for understanding these issues.

Physical and Health Education

Students in grade K-8 at Costaño School will receive a structured physical and health education class in accordance with the California Standards. Both content skills and life skills are emphasized in the Physical and Health Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. The importance of health will be communicated as it contributes to human well-being and growth and development of individuals.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, develop motor skills and coordination, and learn strategies for different sports. Students build their stamina, strength, and determination in addition to learning to work together as a team.

The Health Education program is designed to influence positively students' knowledge, attitudes, skills, and behaviors related to health. Students develop a better understanding of personal health; injury prevention and safety; the affects of alcohol, tobacco and other drugs; nutrition; and individual growth and development.

Costaño School believes that competency and excellence in health and athletics can lead to confidence and mental well being in life and that team sports instill dedication

and a sense of working for the collective good. The Physical and Health Education program is thereby focused on improving the physical and mental health of students, as well as building an understanding of and appreciation for shared outcomes and collaborations.

Art

Costaño School will continue its partnership with Community School of Music and Art (CSMA). Elementary, Intermediate, and Middle School students will receive CSMA's award-winning in-school *Arts in Action* curriculum that develops hands-on technical skills and an understanding of the language of art while also teaching art appreciation and a cultural understanding of art and its history.

A credentialed art teacher guides and encourages learning and creative expression through sequential lessons in drawing, painting, sculpting and more. All art classes teach a concept such as line, shape, or color, and develop basic technical skills. Lessons are often inspired by a cultural or historical context that encourages students to explore new worlds and view life from other perspectives. Art lessons also coordinate with students' classroom curriculum to become an integral, enriching part of each child's education.

Music and Multimedia

Costaño School will offer two music programs, one for the elementary and intermediate program and one for the middle school program. Costaño School will continue its partnership with The Music in the Schools Foundation that will provide a part-time music instructor who will work collaboratively with our credentialed K-5 music teacher. Elementary students will learn the basics of music and rhythm notation; they will sing, dance and play music games. Intermediate students will learn basic beginning instrument skills with recorders.

Using an existing state-of-the art multimedia center on the campus, the multimedia center program will explore and train youth in the fields of journalism, musical composition and performance, audio recording and engineering, live sound, creative writing, poetry, drama, film, TV and radio broadcasting, video editing, design and

photography. Media center programs will enable youth to create completed media projects using current industry-standard equipment and software programs. Youth will begin by learning basic formats in video, design/photography and digital music. Having proved their competency at this basic level, they can then advance to the intermediate level of multimedia skills training (digital photography, audio engineering, video production, etc.) Ultimately, they can earn a spot in the advanced level learning multimedia production, planning and business management. At this advanced level, youth will be independently producing completed work and be coaching younger students. The majority of the learning opportunities will be team-based in small groups. Through community partnerships, youth will be able to showcase their work and get feedback at a professional level. Young artists will also be encouraged to organize complete broadcasts, digital video and arts festivals, concerts and performances to raise local awareness of their center and share their work with their community.

In partnership, the multimedia teacher and the music teacher will also organize and produce student performances throughout the school year. Both teachers will organize and manage the music classroom and will work with other staff to connect other curricula.

Extended School Year

SIG funds will support an extended school year for Costaño's targeted students, in that each student will be required to attend a minimum of a four-week summer session for four hours a day. Teachers will be given the opportunity to design special programs and continue to work with their own students while continuing to advance students in their reading, writing and math development through the use of technology and varied instructional approaches. Students who are performing below grade level will participate in special tutoring and intervention programs with the goal to accelerate to grade level proficiency. There will be an assessment at the end of the year to determine the academic gaps that need to be addressed. The design of the summer program will be a data-informed process.

Technology

Costaño School will put into practice a technology plan that will be rolled out over a two-year period, which utilizes standards-based technology tools to significantly improve middle school student achievement in mathematics, ELA, and ELD. Research shows that consistent student access to technology, combined with good teacher training in technology can lead to increased student learning in less time than other methods and an increased positive attitude towards school.

The following components of the technology plan would be funded by the SIG grant:

1. Provide teacher technology platform (laptop, LCD projector, printer, smart board) for all middle school teachers to deliver instruction of our core math, ELA, social studies and science curricula.

2. Improve and upgrade our server and storage infrastructure to support implementation of new electronic curriculum adoptions, increase our organizational effectiveness and lower our energy consumption.

3. Provide digital classrooms (laptops and secure storage lockers) for each 6th -8th grade instructional classroom to implement our new core curricular resources with fidelity.

4. Provide digital classroom carts to be shared amongst lower grades: 1 for 5th grade classroom(s) and 1 for K-4th grades.

5. Provide technology professional development for teachers, including basic technology and network instruction for teachers receiving laptops, training in core curriculum adoption for math and ELA intervention, and summer training to create special technology-based lesson plans.

After School Program

Costano School's After School Academy was established in the fall of 2008 to provide a high quality after school program for students in East Palo Alto's Ravenswood City School District. The After School Academy is an extension of the Costano School, and works closely with the staff and administration of the school to support the

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academic gains achieved during the school day. The mission is to improve student achievement by inspiring creativity, promoting team work, and providing a fun, safe and supportive place for students to learn after school.

Elementary Program (K-5): There are three components to our elementary program: literacy support, homework help, and enrichment. Literacy support consists of standard aligned lessons which include vocabulary development, read aloud, and comprehension. During homework time students work in small grade level groups to get the academic support they need. For enrichment, students have the opportunity to participate in everything from outdoor games to harmonic lessons.

Middle School Program (6-8): Our middle school after school program has three components: extended school day, small group instruction, and enrichment. The extended day schedule allows teachers to spend more focused time with students on all subjects. It increases instructional time for ELA and Math from 70-minute blocks to 100-minute blocks. It increases instructional time for Science and Social Studies by 80 minutes for each subject. It adds 64 minutes per week for study hall, where students are taught study skills and organizational strategies. It schedules 3-minute transition periods, which allow students to change classrooms for each subject (as opposed to staying in one classroom for all subjects). This helps prepare middle school students for the transition to high school, allows a smoother transition from one subject to the next, and does not deduct time from the instructional block. Every minute of instruction is valued and with extended day, we can capitalized on intructional time.

The small group instruction program was designed to provide students just below grade level with extra hours of instruction from their regular school day teacher. Teachers select students for this program based on who is performing below grade level as measured by the California Standards Test or Quarterly Benchmark Assessments. The expectation is that these small groups meet two afternoons a week, so that high need students can potentially add 76 hours of additional instruction during the school year. Students in this program learn to perform at or above grade level through hands on, quality instruction from certified teachers in small groups with an 8:1 student to teacher ratio. In the 2008-2009 school year we piloted this program with one of our 7th grade math teachers. Her group of students had a 17% proficiency rate in 6th

grade. At the end of 7th grade 59% of the students in her classroom tested at proficient or above.

Providing middle school students with engaging and meaningful enrichment is essential to the strength of our program. Middle school students enrolled in the after school program have the opportunity to participate in trimester-long enrichment clubs. Each trimester they can choose either Athletics, or one Major (which meets 3 days per week) and one Minor (two days per week). Each Major and Minor features a project-based curriculum in which students are expected to create a plan, implement it, and have something to perform, show, or celebrate at the end of the trimester. Our clubs focus on developing our student's skills in the fields of technology, fine arts, science, leadership, and sports development.

Students coming from K-8 environments are not very well equipped to transition into a large high school environment where they are asked to create and manage heavy school schedules. Most students coming from East Palo Alto schools are coming from small learning style communities and face culture shock once they hit the large public high schools. By this we mean that middle school students coming from the RCSD have never been required to select classes and manage their own class schedule. In comparison, most students coming from the west side of 101 have attended large middle schools and have already been exposed to this system of creating and managing school schedules. Our ASP addresses this by allowing students to choose their clubs at the beginning of each trimester. They are expected to commit to that choice for the duration of the trimester. Students select their classes at a College Fair style event. The teachers of each enrichment class set up tables and students have a chance to walk around and select their first and second choices for enrollment. After registration is complete the staff works together to create schedules for each individual student.

The After School Academy is invested in creating strong, independent youth that have the skills to be successful in high school. One of the ways we do this is by maintaining a low staff to student ratio. With an average of ten students for every one adult, our after school program staff is able to develop strong relationships with the students they work with.

Partner Agencies and volunteers are a huge part of our program, including but not limited to Big Brothers Big Sisters, City of East Palo Alto, East Palo Alto Police Department, Collective Roots, Youth Community Service, Peninsula Youth Theatre, Melody, and Ravenswood Reads (see attached MOU's). There are approximately 50 volunteers currently providing services at the After School Academy. Volunteers are recruited from local colleges and universities as well as professional businesses, nonprofits and corporations.

Required activity: Continuous use of student data to differentiate instruction to meet academic needs of individual students.

Specific activities: The Academic Dean hired with SIG funds will ensure the use of student data to differentiate instruction and train teachers in collaboration protocols and data analysis. The extended day supported by SIG funds will allow for coordinated planning time for K-5 to allow grade-level collaboration. For 6-8, planning periods will be aligned to allow grade level collaboration. There will also be the opportunity for middle-school wide collaboration during the morning prep period on an as needed basis.

Costaño teachers will record quarterly data that includes external assessment, benchmark standards covered, and CST blueprint standards that identify major patterns of student's strengths and weaknesses. All teachers will work with targeted students using differentiated instruction and intensive instruction. As an assessment tool, each teacher will continue to fully utilize Edusoft for classroom assessments, CST, CELDT and benchmark data collection pertaining to student achievement. To become more effective, teachers have requested 21st century technology tools. Electronic learning resources will allow the teachers to teach core subjects. With the diversity at Costaño, it is critical that each teacher become an expert with differentiated instruction.

Required activity: Implement schedules and strategies for increased instructional time.

Specific activities:

Extended Day – The current limited funding through a private foundation has allowed for the extension of the instructional day for middle school grades. Given the success of this model, SIG funding will be used to extend the instructional day for all students, K-8, adding 90 minutes of additional instruction time.

Extended School Year – As described above, Costaño's targeted students will also have an extended school year in that each student will be required to attend a minimum of a four-week summer session for four hours a day. Teachers will be given the opportunity to design special programs and continue to work with their own students while continuing to advance students in their reading, writing and math development through the use of technology and varied instructional approaches. Students who are performing below grade level will participate in special tutoring and intervention programs with the goal to accelerate to grade level proficiency.

Coaches – The ELA, ELD and math coaches hired with SIG funds will ensure coordination of academic supports for students between the school day and the after school program, further increasing instructional time. Coaches will also provide additional ongoing, high quality staff development that is job-embedded to ensure that all teachers are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the school turnaround reform strategies

Required activity: Provide appropriate social-emotional and community-oriented services for students.

Specific activities:

Community School Approach

As documented previously, Costano School will continue to implement and enhance its community school approach during the reform effort. The community school approach is a well documented and researched-based strategy to support student achievement. A community-oriented school is both a place and a set of partnerships between the public school and other community resources, and it is often open for

extended hours and days. Its integrated focus on academics, health and social services, youth and community development, and family and community engagement leads to improved student achievement and attendance, stronger and more involved families, and healthier communities (Bireda, 2009; Blank, Melaville, & Shah, 2003).

Each community-oriented school looks different, because each works to meet the unique needs of its students in their particular context. The concept is based on nearly a century of research that has concluded that children develop along multiple, interconnected domains, and when one developmental domain is ignored, other domains may suffer (Blank & Berg, 2006). By addressing the needs of the whole child—physical, social, emotional, and academic—community-oriented schools create environments that fulfill all the necessary conditions for learning. We also know that when the core academic curriculum is tied to the community, removing the artificial separation between the classroom and the real world, student outcomes are improved (Blank, Berg, & Melaville, 2006). "Complementary learning" involves coordinating non-school community and family resources with existing school services; co-locating these services at the school can have a positive, synergistic effect on a number of desirable outcomes for students, families, schools, and communities (Grossman & Vang, 2009). Evaluating one model of community-oriented schools, Communities In Schools' seven-state study shows improvement in math, reading, and graduation rates is linked to integrated service provision.

In alignment with this body of research, Costano School will act as a hub for additional supports and services for students and their families. SIG funds will support the hiring of a full-time Community Outreach Coordinator, who will provide oversight for all non-academic student and family activity on campus. The Coordinator will develop and sustain partnerships between school and community agencies, social services, businesses and the Cities of East Palo Alto and Menlo Park, working with school officials to integrate non-academic services with Costano school priorities. The Coordinator will oversee the implementation and coordination of family support services and personnel, managing the parent leadership program in partnership with Nuestra Casa and parent education component with CASSY, the agency providing mental health services for students and families.

SIG funds will support food and refreshments for students during activities outside or after the instructional day, including evenings and weekends. SIG funds will also support the hiring of three additional campus safety staff who will report to the Principal and monitor campus security and students' attendance. The campus safety staff will provide a safe and secure campus for all students and staff and work to improve daily attendance of all students by contacting parents on a daily basis when students are absent.

Mental Health Supports – SIG funding will support the provision of comprehensive counseling and support services for students and their families provided by CASSY (Counseling and Support Services for Youth). CASSY is a SF Bay Area nonprofit that partners with local schools to support students' social and emotional well-being. Through this collaborative partner, Costaño School will offer individual, group and family counseling, crisis intervention and treatment, proactive mental health education, staff consultation and training, parent education and training and referrals to community wellness resources, such as health care and basic needs support (housing and food). With two therapists on campus each school day (70 therapist hours/week), CASSY will be able to at least assess every single student over the course of the year and provide the following weekly activity: 5 student assessments, 10 therapeutic sessions, 5 parent consultations, and 5 staff consultations a week.

Parent Education – Under the direction of the Community Outreach Coordinator, CASSY will also provide parent education opportunities by giving presentations and leading discussions about raising emotionally healthy adolescents. These presentations include a Latino Outreach program where the sessions are conducted in Spanish and address specific cultural needs of the Latino Community. Educational topics include mental health issues such as teen depression, drug and alcohol prevention and reducing risky behaviors. By partnering with other community agencies, CASSY will also provide presentations (available in English or Spanish) on immigration issues, gang prevention, and Domestic Violence prevention.

Bilingual Community Outreach – SIG funding will be used to expand the opportunities for parent/community involvement at Costaño School. A new Community Outreach Coordinator will broker resources, to meet the needs of families, with

community organizations; including, but not limited to Nuestra Casa, Big Brothers Big Sisters, CASSY, Alive and Free, Ravenswood Education Foundation, and the 49ers Academy Foundation.

Parents will be invited to workshops including, but not limited to parenting skills, positive behavior strategies, advocacy for students, and systems in education. Also, parents and community members will be offered classes including, but not limited to, ESL, nutrition, parents as leaders, and curricular areas. Finally, a "parent room" will be established where parents will have access to community social/emotional/economical resources, computers, and be able to receive assistance with questions on educational needs. SIG funds will provide for food and refreshments for parent workshops and meetings.

RECRUITMENT, SCREENING, AND SELECTION OF EXTERNAL PROVIDERS

Ravenswood City School District intends to use Community Based Organizations (CBO) to accelerate student achievement using the selected Turnaround Model. The specifically designed instructional program or service proposed by the CBO must specify the direct service to be provided to students and/or families; Core Academic Areas (i.e. ELA, science, and/or mathematics), Counseling/Health Services, or Classes/workshops for parents. To ensure quality services provided by the CBOs, Ravenswood City School District will require the following list of documentation and procedures as part of the screening process towards selecting a CBO.
The CBO must:

1. Describe how their services will be aligned with individual student's academic achievement goals, the selected Turnaround Model, and school program.

2. Describe how their services will be designed to increase student's academic performance on required assessments and to attain proficiency on state content standards.

3. Use high quality, research-based instruction and practices.

4. Include a description of, and rationale for, instructional materials and resources

to be used.

5. Describe accommodations for eligible students with disabilities (SWDs) and English learners (ELs) to have equitable access to the CBO's tutoring program in order to meet state academic content standards and social-emotional goals.

6. Indicate the specific teaching and/or tutoring staff and their qualifications.

7. Describe the staffing, fiscal, equipment, and facility resources of the organization.

8. Describe procedures for completion of and compliance with the following:
   a. Staff background checks
   b. Fingerprinting
   c. TB testing as required by LEAs for those employees providing direct services to students.

9. Provide pre- and post-test data from prior two years of services to students, parents, and/or families in each proposed service/subject area.

10. Provide an analysis of data that must substantiate that the CBO's tutoring/service program is based on two years of tutoring/service experience while using an effective method for increasing student academic achievement.

11. Describe procedures for consulting with parents/guardians and Ravenswood City School District to develop specific student achievement goals.

12. Describe the procedures and schedules for providing students, parents/guardians, and districts with regular reports of student progress.

13. Describe how the progress of students will be measured and what assessment will be used and why.

14. Describe how the applicant shall secure parental/guardian permission to obtain access to student data from the LEA for purposes of demonstrating academic improvement.

15. Describe the process for collaborating with LEAs in the use of individual student Standardized Testing and Reporting (STAR) test results to determine the increase in student academic performance.

16. Provide letters of reference:
   - Three letters from previous clients, which must describe the positive impact on student academic achievement of applicant's tutoring program during prior two years.

The screening process will help identify the CBOs that meet the qualifications to provide services to our school and community. CBOs that meet the list of requirements will be reviewed by the members of the School Site Council; teachers, classified staff, administrators, and parents. The School Site council will vote to approve the most qualified CBO. Once the School Site Council approves the CBO, it will make its final recommendation to the Ravenswood City School District's Board of Trustees to approve Memorandums of Understanding with CBOs.

ALIGNMENT OF OTHER RESOURCES WITH SELECTED MODEL
State and Federal Funding:
- Title II funds are used to provide SB472 professional development on the core adopted programs and coaching to teachers in the use of the core adopted materials.
- Title III funds are used to provide coaching and professional development to teachers in the use of ELD adopted materials as well as to purchase instructional materials for English Learners (ELs).
- ELAP funds are used to purchase supplemental instructional materials for ELs for ELD
- Title I SES funding is used to provide tutoring to targeted students through a State approved SES provider, Tutorworks.
- ACES Grant partially funds the After School Program serving 120 students.
- EIA funds are used to provide additional educational opportunities for children from low-income families, and high transience rates.
- School Improvement Program funds are used to improve instruction, services, school environment, and organization according to plans developed by the School Site Councils.

Private Funding:

- A district private grant from the TOSA Foundation funds 2 FTE credentialed teachers for the Reading Recovery Program currently supporting 1st and part of 2nd grade.

- Music in the Schools funds a .5 FTE Music Teacher for 6-8th grades.

- The Hewlett Foundation supports mentors for 1st and 2nd year teacher and professional development for all teachers through the New Teacher Center, as well as the Small Group Instruction services that offers students the opportunity to learn reading skills in a small group setting during the After School Program.

- The Silicon Valley Community Foundation grant allows teachers to have access to a middle school Math Coach (off-site, limited offering – details to differentiate from site coaches hired with SIG funds).

- Ravenswood Education Foundation provides grant funds for a summer academy and staff appreciation events.

- The San Francisco 49ers Academy Foundation provides minimal funds for after school programming, after school math academy, field trips and funds for the classified positions of Dean of Operations and middle school office manager.

ALIGNMENT OF PROPOSED SIG ACTIVITIES WITH CURRENT DAIT PROCESS

As outlined in the Needs Analysis section, DAIT corrective actions and recommendations are aligned with the required activities of the Turnaround Model. The school's leadership team and staff are committed to continuing to implement the Essential Program Components (EPCs) as recommended by the DAIT team. The EPCs are the foundation by which all supplemental and enrichment programs will stem from. The school's leadership team will continue to monitor the implementation of the EPCs through walkthroughs, on-going meetings with DAIT staff, and student achievement data. Specific DAIT improvement actions include:

- Full implementation of the ELA, Math and ELD programs,
- Use of student data to set goals and drive decision making,
- Uninterrupted instructional time,

- SB472 and AB430 professional development in ELA and math,
- Adoption and implementation of ELA and math intensive intervention programs, and
- Coaching on the implementation of the core programs.

The following actions are currently implemented at Costaño School as part of the DAIT Corrective Actions:

o Pacing guides are developed and implemented at Costaño School for ELA, Math, and intervention programs. Currently, an ELD pacing guide is being developed.

o Instructional time has been established using DAIT recommendations.

o All staff has been provided the opportunity to participate in the SB472, 40 hour, trainings for the core adopted programs. At Costaño a substantial number of teachers have received training in ELA, Math, and ELA intervention, as documented in the Needs Analysis section. In addition, teachers participate in research-based reading strategies and strategies for English Learners (ELs). Teachers also participate in on-going Professional Learning Teams and grade-level planning throughout the school year.

o A system of analyzing data has been implemented to ensure that every student and teacher has a goal and that progress is monitored towards achieving the goals. Edusoft data system is used to process students' benchmark data and disaggregate it to make targeted decisions. The Principal meets with every teacher on a quarterly basis to ensure progress and to identify challenges in a timely manner.

To be implemented:

o Additional resources are provided to teachers to implement the ELD program successfully. Supplemental materials and planning time was suggested as a better use of categorical funds. In addition, teacher and staff surveys revealed that resources offered to the middle school teachers/students should also be offered to the elementary level (i.e. planning time, music, art, PE, etc.).

Ongoing monitoring of DAIT corrective actions and Turnaround Model activities will be provided by the Turnaround Model Coordinator, DAIT representative for Costaño

School, Principal, Academic Dean and District Director of Categorical Programs and Multilingual Services. This team will meet quarterly to monitor progress and ensure fidelity to and alignment of DAIT Essential Program Components (EPCs) and Turnaround activities.

MODIFICATION OF LEA PRACTICES AND POLICIES
Policies or Practices to be Revised:

Costaño School and the Ravenswood City School District have identified the following policies that are in need of revision in order to implement the Turnaround Model effectively: 1) Hours of Employment for staff; 2) Compensation for longer work day; 3) Screening of site employees for placement; and 4) Incentives for staff.

Rationale for Selection of Policies and Practices:

The Turnaround Model requires several activities that necessitate agreement by the district's unions, including changes to staff hours, compensation, and screening and hiring practices. In order to achieve staff alignment with the Turnaround Model, the school's staff needed to know the number of extra hours they would be responsible for working and the amount of compensation they would receive for the extra work. The specific protocols for screening existing staff and new staff, as well as protocols for incentives, had to be agreed to by teachers, staff and unions.

Process for Revisions:

For revisions pertaining to staff, two Bargaining Unit Meetings were held:

a. April 28, 2010 Meeting: Union members and district administration met to discuss the policies and practices that needed to be revised.

b. May 7, 2010 Meeting: Agreements around policy changes were finalized with union representatives and district administration.

Proposed Revisions and Timeline:

The policies were agreed upon by the union leadership and district administration on May 7, 2010. These agreements will allow the implementation of critical elements of the

Turnaround Model including, but not limited to, extended day, flexible schedules, incentives, and the selection of highly qualified and effective staff. These policies are effective upon the approval of the School Improvement Grant as stated in attachment titled: *Memorandum of Understanding*.

SUSTAINMENT OF THE REFORMS AFTER THE FUNDING PERIOD ENDS
Waiver:

Costaño School intends to implement the waiver to extend the funding period through 2013.

Resources to Sustain Interventions:

CASSY – CASSY is a nonprofit organization that will be providing the mental health counseling and support services for students. After the three year SIG funding period, CASSY is willing to execute private fundraising to support up to 50% of the expenses associated with the provision of their services. Additionally, the associated program expenses can be decreased by changing the staffing structure as follows: Licensed MFT or LCSW Site Director reduces hours from five to two or three days a week, replacing the Site Directors hours with an additional postgraduate mental health intern to ensure service capacity is maintained.

In addition to pursuing grants to sustain enrichment activities at Costaño School, the Ravenswood City School District is committed to work collaboratively with the school's leadership team, School Site Council and stakeholders to align state and federal funds to sustain the reform model past the three-year grant cycle. By 2013, we project that student enrollment at Costaño will increase. This will yield funding to sustain the Academic Dean position and an instructional coach. By front-loading the professional development and implementation of a robust instructional program within the three years of the SIG Plan, we will decrease the number of students that will require intensive intervention strategies and teachers will not need intensive coaching past the three years. The ELD specialists and one instructional coach will not be needed past

2013. Professional development for new staff, and as needed past 2013, will be provided using Title II funding.

The Community Outreach Coordinator will broker resources, to meet the needs of families, with community organizations, including but not limited to Nuestra Casa. Parents will be invited to workshops including, but not limited to parenting skills, positive behavior strategies, and advocacy for students and systems in education. After the three years of SIG funding period, the Community Outreach Coordinator will have successfully built the capacity of a core of 50 parents to lead, organize and advocate for their children and themselves. We project by 2013 that a parent organization with an embedded volunteer outreach system will be established. The volunteer outreach system will be relied upon to address the additional adults needed to supervise children during unstructured time and to monitor the campus as a safety precaution. Nuestra Casa's services during the 3 years of the SIG funding will support the Community Outreach Coordinator's efforts to educate our families and galvanize the community to build capacity and establish structures that will support our children and families in and out of school.

Extended Day and Extended School Year - Extended day will allow for students to receive additional instructional time in core subjects in addition to enrichment courses. The additional time will also permit teachers to collaborate and discuss strategic next steps and to plan daily effective lessons to address the variety of proficiency levels our students possess. SIG funds will also support an extended school year for Costaño's targeted students, in that each student will be required to attend a minimum of a four-week summer session for four hours a day. Teachers will be given the opportunity to design special programs and continue to work with their own students while continuing to advance students in their reading, writing and math development through the use of technology and varied instructional approaches. In order to sustain extended day and extended school year after the three year funding, the school will seek funding from the district's Ravenswood Education Foundation who are currently supporting extended day and extended school year at other sites within the district.

With rigorous focus on academic program development, monitoring student progress and addressing the needs of students in intensive intervention classes for the next three

years, we can project that by 2013 the instructional program and culture at Costaño School will be well established. The collaboration time can be significantly reduced and the number of students requiring intensive intervention will have diminished significantly, thus not needing the reduced number of students per class in the fourth grade cohort and extra staff for enrichment. After the SIG funding ends, enrichment will be offered weekly, funded through categorical funds and/or support from the Ravenswood Education Foundation or the 49ers Foundation. Students needing strategic intervention will receive support in small group instruction during the instructional day and targeted to attend our after school program for additional support.

ESTABLISHMENT OF CHALLENGING ANNUAL SCHOOL GOALS FOR STUDENT ACHIEVEMENT

Chart 9.0 tracks the progress of the school in meeting the English Language Arts and mathematics targets through the Annual Yearly Progress (AYP) as sanctioned by No Child Left Behind legislation for the past 5 years.

Costaño Elementary School 2002-2009 Subgroup *Adequate Yearly Progress*: Language Arts
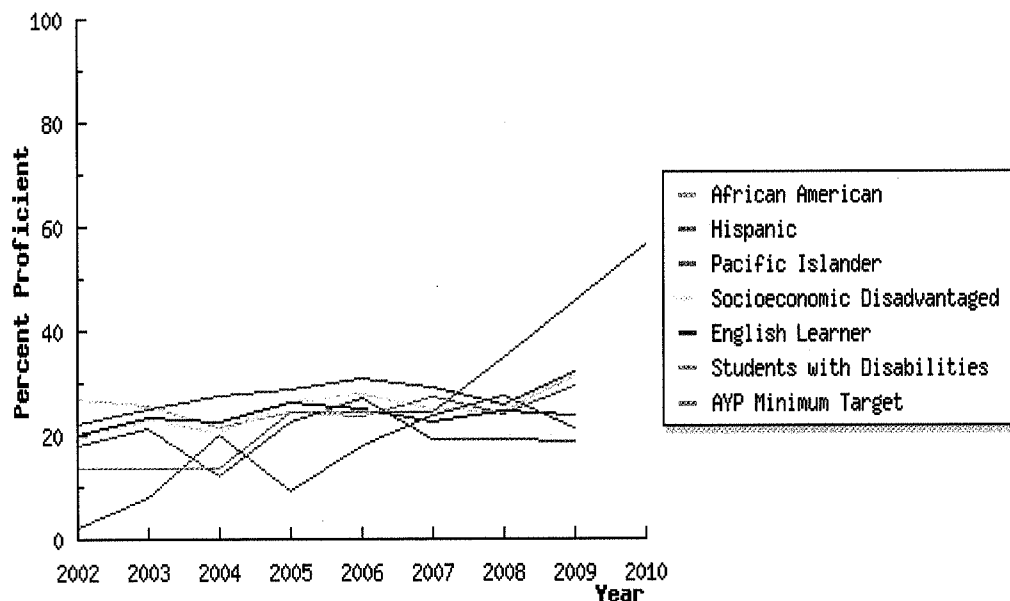
Costaño Elementary 2002-2009 Subgroup *Adequate Yearly Progress Chart*: Mathematics
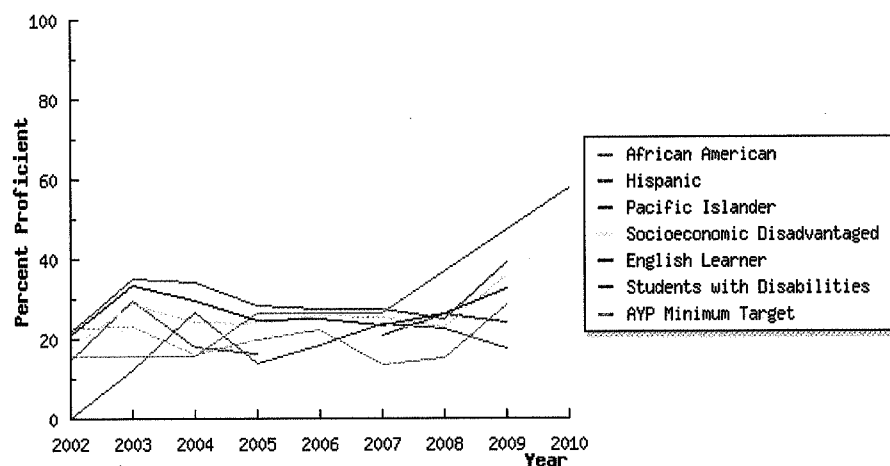
English Learner Performance Data

RCSD also monitors the progress of English Learners in accordance to state law. The Annual Measurable Achievement Objectives are followed closely and targets are set each year for each category. If one of our schools has not met one or more of the three AMAOs, the district must inform the parents that these targets have not been met.

English Learner Data: Targets Met			
	2007	2008	2009
AMAO 1 - % of ELs making Annual Progress in learning English	N (44.2%)	N (48.9%)	N (40.3%)
AMAO 2 - % of ELs attaining English Proficiency on the CELDT	Y (27.7%)	N (32.5%)	N (21.4%)
AMAO 3- ELs meet the AYP requirements for the EL subgroup	N	N	N

Re-Designated Fluent English Proficient (R-FEP)

Re-designated Fluent English Proficient: These are students who are English language learners but now based on meeting several criteria are classified as being proficient speaking English. This data indicates how many students we are moving into proficiency.

Chart 2.0 RFEP Status 2008-2009 at Costaño School

Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
0	6	2	2	1	5	7	10	15

SCHOOL GOALS FOR STUDENT ACHIEVEMENT

The following annual goals for student achievement on state's assessment ELA and math have been established to monitor performance:

ELA and Math Goal:

- Students will perform at proficient or advanced levels as measured by the STAR program meeting 2010's AYP targets or Safe Harbor, where the percentage of students who are non-proficient is reduced by 10% or more.

Monitoring Process – Classroom teachers and administrative instructional team will be responsible for monitoring student performance using formative and benchmark assessments. Formative assessment results will be analyzed using established protocols and guidelines during daily grade level meetings. Six to eight week benchmark assessments will be analyzed during scheduled data meetings with each grade level to monitor student progress of mastering grade level standards.

ELD Goals:

- A minimum of 54% of English Learners (ELs) of AMAO 1 will make annual progress in learning English as measured by the CELDT in 2010.

Monitoring Process – Students include all ELs who are classified as beginning, early intermediate, and intermediate as measured by their overall CELDT scores. Their

progress will be evaluated in October, February and June using the LOTS and curriculum based assessments.

- A minimum of 33% of ELs will attain English proficiency as measured by the CELDT in 2010.

Monitoring Process – Students include ELs at the beginning or early intermediate levels in the prior year who were first enrolled in U.S. schools four or more years ago. Their progress will be evaluated in October, February and June using the LOTS and curriculum based assessments.

- A minimum of 58% of AMAO 3 ELs will perform at proficient or advanced as measured by the STAR program in 2010.

Monitoring Process – Their progress will be measured by formative and benchmark assessments that will be reviewed daily during grade level meetings and quarterly, every six to eight weeks during data meetings.

CONSULTATION OF RELEVANT STAKEHOLDERS

As outlined in the Needs Analysis section, Costaño School stakeholders, including teachers, classified staff, parents and administrators, participated in evaluation and selection of the appropriate intervention model through a variety of stakeholder meetings in 2010. During the meetings participants compared each model's required activities to analyze which model was the best fit for the school given the assessment findings.

Schedule of Meetings

The meetings executed are as follows:

The school improvement intervention model was discussed at Ravenswood City School Board Meetings on March 25 and April 22, 2010 (meeting minutes attached for 3/25 and 4/22) with Ravenswood City School District Board Members, district staff

(including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Special Education and District Directors), and community members in attendance. These were all public meetings, where community members had the opportunity to provide feedback on the selection and activities of the Turnaround model.

Several meetings were held on-site at Costaño School to involve key stakeholders. On April, 2010 the Principal met with Costaño School's Site Council, English Learners Advisory Committee and parents. On May 6, 2010 the Principal offered a public meeting to invite stakeholders to provide input on the specific activities outlined in the school improvement intervention model (meetings minutes attached).

Several meetings were held with the school staff to discuss the school improvement intervention model, its required activities and specific improvement activities. The Principal and Assistant Superintendent of Curriculum and Instruction met with the Costaño's Leadership Team comprised of six teachers representing different grade levels, the Director of the 49er Academy and the After School Program (ASP) Coordinator. On April 27, 2010, the Principal met with the entire staff at Costaño School to share the results of the school-wide survey related to the implementation of the Turnaround Model. Also on April 27, 2010, the Principal, Teachers, Classified Staff, DAIT Lead, Grant Writer, Director of the 49er Academy and District Director of Categorical Programs and Multilingual Services met to develop a plan of action toward writing the grant and incorporating everyone's input in the implementation plan.

Two local bargaining meetings took place on April 28 and May 7, 2010 to discuss the required activities in the Turnaround model that necessitated policy changes regarding staff hours, compensation, and screening and hiring practices.

The DAIT lead for Costaño School, the District Director of Categorical Programs and Multilingual Services, and the Principal met on April 20, 2010 to discuss and define alignment of DAIT Corrective Actions and the Turnaround Model.

Input from Meetings and Incorporation in SIG Plan

The district board members and the public were given the opportunity to share ideas and provide feedback on the elements of the proposed SIG activities for Costaño

School. One board member expressed the need to have an attendance officer at the school to ensure that students were participating in these programs. The need to have additional campus supervision was also shared. These suggestions were directly aligned with the goals and objectives of the SIG for Costaño School; they were added as part of the Turnaround Model.

At the on-site public meeting for parents and community members, the following input was shared:

Participants discussed the need for a Community Outreach Coordinator that should support the school and families by: resolving conflicts between students and parents; communicating to parents of upcoming events through phone calls, flyers, and meetings; maintaining a parent room with computers; organizing events, assemblies, sporting events, intramural sports, and field trips; and organize fundraising for school enhancements, such as the purchase of a Marquee. They shared that the Community Outreach Coordinator should be visible in the front of the school and broadcast meetings and have characteristics, such as friendly, educated, listens and then takes action, and bilingual in Spanish.

Parents were in favor of highly qualified Supervisors who would also communicate with parents regarding attendance concerns and many were interested in applying. Parents supported the following enhancements: 1) Increasing parent involvement to address student achievement by offering cultural programs, English classes, and basic technology skills classes; 2) Increasing parents involvement in helping teachers in the classroom by first establishing a set procedure for teachers to communicate their support needs to parents and by involving parents in assisting with enrichment programs or specific activities identified by teachers; 3) Extending the school day to support academic achievement.

Parents communicated the need for more tutors for students in classrooms to address intervention as a priority and funding enrichment programs as a second priority. In regards to homework assignments, parents wanted support with homework in the After School Program, more direct support to parents, gradual release and teacher telephone numbers available.

Costaño School staff was surveyed in regards to the School Improvement Grant and the following are the results.

- 100% understood why the school was pursuing the School Improvement Grant.
- 87% indicated that they were feeling excited or optimistic about the implications of the School Improvement Grant.
- 100% agreed that Costaño students deserve the most highly qualified, inspiring, effective, and exemplary instructional staff.
- 70% believed that 80% or higher of the staff at Costaño works as effectively as they do to significantly increase academic achievement.
- 91% wanted to take advantage of the opportunity to establish the most effective team that will make an immediate impact on student achievement before 2010-2011 School Year.
- Over 52% disagreed that there is enough time in their current instructional day to teach all subjects and conduct small group instruction.
- Staff ranked embedded uninterrupted time to collaborate and plan as the number one reason they would support an extended day for grades K-8.
- Staff ranked subject specific pedagogy as the primary focus of the 2010-2011 high quality job-embedded professional development.

Of the input provided, the following have been incorporated into the SIG as part of our reform efforts. SIG funds will support the hiring of a full-time Community Outreach Coordinator, who will provide oversight for all non-academic student and family activity on campus. An extended day for grades K-8 will be implemented to permit additional instructional time for intervention and small group instruction during core subjects. The additional instructional time will also permit students to benefit from enrichment courses such as art, music, and technology without compromising the implementation of Program Improvement mandates. SIG funding will be used to expand the opportunities for parent/community involvement at Costaño School. Parents will be invited to workshops including, but not limited to parenting skills, positive behavior strategies, advocacy for students, and systems in education. Also, parents and community

members will be offered classes including, but not limited to, ESL, nutrition, parents as leaders, and curricular areas.

Funding will also support additional supervisors to monitor students during recess and unstructured time and who will contact families to report and inquire about student attendance. Job-embedded professional development and coaching have been addressed in the reform where SIG will fund subject specific pedagogy, standards-based and curriculum based instruction with SB472 training, Academic Language and Literacy Development, mentor coaching, GLAD, Writer's Workshop, Strategic Schooling and Standards Based Instruction.

SIG will not fund tutors in the classroom. Coordinating Reading Recovery teachers, an ELA intervention teacher, integrated service staff, small group instruction, and the After School Program will address the needs of strategic and intervention students. Procuring tutors can be accomplished through recruitment by the after school program's assistant director/volunteer coordinator. No expenses are necessary. An MOU with Ravenswood Reads and the Jewish Coalition for Literacy supports volunteers to continue to support our literacy program by providing tutors during the instructional day and the after school program during independent reading time.

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Ronald McNair School	
County/District/School (CDS) Code: 41-68999- 6044333	
LEA: Ravenswood City School District	
LEA Contact: Marco A. Chavez	Telephone Number: (650) 329-2800 ext. 60197
E-Mail: mchavez2@ravenswood.k12.ca.us	Fax Number: (650) 329-1793
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	375,200	375,200	375,200
2000–2999	Classified Personnel Salaries	90,000	90,000	90,000
3000–3999	Employee Benefits	114,000	114,000	114,000
4000–4999	Books and Supplies	333,300	333,300	333,300
5000–5999	Services and Other Operating Expenditures	445,562	445,562	445,562
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		1,358,062	1,358,062	1,358,062

Form 4b – Budget Narrative
School Improvement Grant – McNair Middle School

1100	1.0 FTE ELA/ELD Coach	**The RLA-ELD Coach** works directly with the Principal to align RLA-ELD program elements to support the site in teaching the AYP and API targets in RLA. The RLA-ELD Coach provides personalized support for effective implementation of the districts adopted standards based RLA & ELD instructional materials through classrooms observations, individualized feedback and demonstration lessons. The RLA-ELD Coach will plan and facilitate onsite grade level meetings around RLA and ELD. The RLA-ELD Coach will work with the teachers to frequently analyze benchmark RLA assessments and plan strategies to improve student achievement. The RLA-ELD Coach will also collaborate with the After School Program to design and implement professional development in RLA content, use of effective teaching strategies and use of assessment to train the ASP staff.	$53,000
	1.0 FTE Math/Tech Coach	**The Math/Tech Coach** works directly Principal to align the Math program elements to support the site in teaching the AYP and API targets in Mathematics. The Math Coach provides personalized support for effective implementation of the districts adopted standards based mathematics instructional materials through classrooms observations, individualized feedback and demonstration lessons. The Math/Tech Coach will plan and facilitate onsite grade level meetings around mathematics. The Math Coach will work with the teachers to frequently	$53,000

| | | analyze benchmark mathematics assessments and plan strategies to improve student achievement. The Math/Tech Coach will also collaborate with the After School Program to design and implement professional development in Math/Tech content, use of effective teaching strategies and use of assessment to train the ASP staff. As the Technology expert at the school, this individual will report to the principal. The Math/Tech Coach will also conduct lessons in the classroom or computer laboratory. Duties include introducing basic computer, keyboard, and Internet skills to students. Assigning projects where students deal with real-world constraints, such as time and materials; allowing students to unravel technological problems using a hands-on, trial and error approach; engaging creative thinking through open-ended classroom projects; assisting students in connecting math, science and technological principles to everyday life. The Technology Teacher also assists teachers and administrators with the integration of technology into the classroom and school, trains teachers and staff to use technology in an effective manner, models lessons and use of the technology and assists with curriculum development as it relates to educational technology. Assist with implementation, support and administration of computer-based curriculum. | |
| .5 FTE Technical Support Staff Person | The new amount of technology at McNair will require the services of a **tech support person** to ensure that the computers are fully functional, software loaded, problem-solve with teachers and students, and serve as a technical support person for the entire staff. This | $24,000 |

		individual will link at the district level with the Director of Technology to ensure alignment and calibration of services.	
	1.0 FTE Guidance Center Teacher	The **Guidance Center Teacher** will work with students, parents and staff to create behavior/academic plans for students that need accommodations and interventions for behavioral academic reasons. This person will hold a PPS credential or equivalent with experience in both academic and social/emotional counseling of adolescent youth and will work on the successful transition of 8th grade students into high school.	$60,000
1100	.5 Turn-Around Coordinator	Provide the oversight of the budget, data analysis, implementation of the project, reporting to the state, outline the project components, connect resources with the principal, etc.	**-$47,000** (LEA)
1100	Principal Stipend	An additional stipend for the McNair principal to work through the summer months to oversee the summer program, professional training of staff and meet the goals/objectives of the grant.	$5,000
1108	Extra Duty Stipends – Extended Day	20 teachers (classroom and coaches) will work an additional hour each day at per diem pay as part of the Bargaining Unit MOU agreement	$100,000
1108	Extra Duty Stipends- Professional Development	20 teachers (classroom and coaches) will receive stipends to attend training and inservices in identified reform training in core, technology and behavioral management methodology and strategies for immediate implementation at the school after school and during weekends if necessary.	$50,000

1108	Extra Duty Stipends – Extended Year	3 week Extended Year for all students – extended school year at per diem pay for certificated staff – 20 teachers (to include coaches). Students will be required to attend a 16 day summer school program (4 hours a day, 4 days a week) during the summer months to accelerate their literacy and math proficiencies and ensure that more students start out the school year on grade level.	$50,000
1108	Substitute Teachers for Professional Development Work	14 Classroom teachers x 2 days x $150 sub rate Teachers will be allowed 5 days to conduct quarterly walkthroughs of their colleagues' classrooms and align their practices as they learn new methods and strategies.	$4,200
2601	1.0 FTE Community Outreach Lead	The **Community Outreach Coordinator** will work with the principal and staff to transform McNair School into a community-oriented school and provide oversight for all non-academic student and family activity on campus. This person will develop and sustain partnerships between school and community agencies, social services, businesses and the City of East Palo Alto and work with school officials to integrate non-academic services with McNair school priorities. They will oversee the implementation and coordination of family support services and personnel. This individual will manage the work of the following agencies: YFES, PIRC, and other community service organizations working with the school.	$43,000
2607	2 Yard Duty/ Attendance Outreach Staff Members	2 – 4 hour positions of **Yard Duty/Attendance Outreach** Staff Members at $14.82 x 4 hours x 5 days a week to work with the principal to monitor campus security to connect	$23,000

		each morning with students and contact parents of absent students to improve daily attendance for each and every student. Reports to the principal and monitors campus security and monitors students. Provides a safe and secure campus for all students and staff. Works to improve daily attendance of all students by contacting parents on a daily basis when students are absent.	
2602-2607	Employee Benefits (certificated)	District employee benefits for certificated staff- STRS, Medicare, H&W, Unemployment & Workmen's Compensation	$82,000
2602-2607	Employee Benefits (classified)	District employee benefits for classified staff – PERS Benefits, FICA/Medicare, H & W, Unemployment, Workmen's Compensation	$32,000
4000	Books and Supplies	**Standards Plus Program** in support grades 6-8. Standards Plus is a series of direct instruction mini lessons, assessments, and lesson plans written to California State standards and essential skills. Created by educators for educators, it is California state-approved as a supplemental curriculum.	$15,000
		Software/Lexia/Math – Licenses and software	$15,000
		SCORE Materials	$15,000
		SMCOE Contracts for Technology Portal Access – 400 students x 3.75 =	$1,300
		•Science/Lab Materials for the renovated science lab at McNair	$20,000
		•Professional Readings for Staff on Middle School Reform & Best Practices	$5,000

		•Duplicating costs of handouts and materials for workshops, meetings and conferences for parents and staff	$12,000
5000	Service Contract	**Charlotte Knox Consultant – Standards Based Instruction –** $1,200 x 8 days Charlotte Knox has spent the past ten years writing and organizing long-term professional development projects for school districts and publishers nationally. Her area of expertise includes: SHINE, an eight session course on ELD strategies, Literacy Scaffolds for English Language Learners, a best practice video series; RISE, an 8 week English language development course for Rigby Education; and the Literacy Initiative Schools project which combines inservice, demonstration teaching, coaching, and analysis of data to increase student achievement.	$10,000
5000	Service Contract	**Dennis Parker, Consultant – Strategic Schooling** $2,000 x 5 days – Strategic Schooling Part II The *Strategic Schooling Model* as developed by Dennis Parker is used as the foundation for the Knox Educational Associates pedagogy and processes. The model includes the following components: 1. Targets: achievement targets, student targets, content targets. 2. Feedback: data and examples of student work directly related to the targets. 3. Know-How: the application of organizational, classroom, and personal expertise by educators, students and parents in an effort to hit the targets. 4. Context: the physical conditions, beliefs, values, and assumptions at the school where it occurs.	$10,000

5000	Service Contract	**Dr. Kate Kinsella – Content Literacy Development** Dr. Kinsella is a renowned in the area of academic language and literacy development in linguistically and culturally diverse classrooms. She has maintained classroom involvement by teaching an academic literacy class for English learners. She publishes and provides consultancy and training nationally, focusing upon responsible instructional practices that provide second language learners and less proficient readers in grades 4-12 with the language and literacy skills vital to educational mobility.	$25, 000
5000	Services & Contracts	**Dr. Gonsalves – Math Program Design** Phil Gonzalves Professor at East Bay University Hayward and facilitator for Alameda County Office of Education and developer of mathematics success for all learners is the main provider for ACCLAIM and has provided staff development for endless school districts with great success. With his summer institutes and assistance at various school districts, scores in Algebra have skyrocketed in districts throughout the Bay Area.	$10,000
		Principal Coach/Mentor: Patricia Christa Ms. Patricia Christa has acted as the McNair Program Improvement Consultant for the 2009-10 school year and has been very successful in providing the principal with technical assistance as he focused his team on the program improvement strategies and programs that would ensure the academic gains for his students. Her years of experience as an Asst. Superintendent of Instruction and Bay	$30,000

			Area Principal proved invaluable throughout the school year. Ms. Christa also served on the SIG grant writing team.	
			Contracts: Music Education, Arts Education, Visual/Performing Arts Education specialists to work with students in the elective wheel.	$211,262
			Proposed Contracts with Community Based Organizations in full support of the McNair students and families – screening system will need to be put in place for these agencies: •Youth and Family Enrichment Services – YFES •1 East Palo Alto •Peninsula Conflict Resolution Center •Plugged In and Computers for Everyone – to get computers into the homes of all of our students (no cost to the grant) •Ravenswood Educational Foundation (no cost to the grant)	$100,000
6000	Technology Equipment		Research shows that consistent student access to technology, combined with good teacher training in technology can lead to increased student learning in less time than other methods and an increased positive attitude towards school. SIG funds will be used to assist us with a technology-based project that will extend over the 3 years of the grant: 14 teacher and coaching stations, 330 student computers, printers, document cameras, Smart Technology, security system to prevent loss, licenses (see attached detail)	$250,000 (Year One) $250,000 (Year Two) $250,000 (Year Three)
5200	Travel & Conference		Benchmark with other schools/districts throughout the State currently using school programs/best practices in alignment with efforts to meet all	

8

		academic targets (AYP/API) for students:	
		•School Visitations: 6 teachers (each year) x $150 sub rate + travel mileage (max $500 each)	$3,000
		Attend ACSA Academies for Student Services or PBS training in California 6 teachers/coaches x $400 registration x 2 days + meals, hotel and mileage = app $1000 per teacher/administrators/coaches	$6,000
		Staff Retreats: Pre-Service, Mid-Year and End of Year Debrief Orient new staff to reform work, celebrate successes and establish continued areas of focus 20 Teachers x $30 per hour x 20 hours + cost of site	$20,000
		Parents/ students/ teachers/ staff/admin/coaches attending leadershp forums, inservices and professional training in content areas: CABE, ACSA, CMST, etc.	$20,300
7310 & 7350	Indirect Costs 5.94%	RCSD Indirect Costs - reflected in the LEA budget narrative	-0-
	Total Grant Request	Total	$1,358,062

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School
Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Tier: I or II (circle one)
Ronald McNair Academy
Intervention Model: **X Turnaround** □ Restart □ Closure □ Transformation

Total FTE required: _____LEA ___7.0_ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
SS	<u>Improved Instruction</u> 1. Hiring of new coaches and staff for the project – ELA/ELD, Math/Tech Coach, .5 Tech Support, 1.0 Guidance Center Teacher 2. Hiring of the .5 Turn-Around District Coordinator 3. Hiring of 1.0 Community Outreach Coordinator, 2 Yard/Attendance Duty	Upon receipt of notification of grant: August – until vacancies are filled	$370,000		Funding from SIG grant Job Descriptions Hiring Teams organized Supt/Board Approval of new staff members	Principal Human Resources Asst. Supt of Instruction

SS	4. Screening of existing McNair School Staff in agreement with the bargaining unit's MOU with RCSD	Fall 2010-2013			MOU agreements laid out carefully for new staff members Signed June 30, 2010 by both parties	Principal Human Resources Director and Assistant Supt of Instruction DAIT Lead
ILT ILT	5. Establish Extended Day Schedule for Students and Families 6. Setting up the Extended Day Schedules with the Staff	Upon receipt of grant: October 2010	$100,000		Orientation Meetings & Communication & Site Meetings with Parents and Students before the start of school to describe new programmatic structures for the school years - Ravenswood Educational Foundation (REF) in support of effort	Principal Admin Mgr Coaches Resource Tchr
SCO / ILT	7. Scheduling of the new Guidance Center Teacher at McNair	Fall 2010 upon receipt of the grant			1.0 FTE Guidance Center Teacher	Principal/ Admin Mgr
IP	8. Purchase and order of new materials: Standards Plus, math software, SCORE materials SMCOE portal access, science lab	Upon receipt of grant	$83,300		Funding Sources: Categorical & SIG Grant funding	Principal Admin Mgr Math/Tech RT Tech

	material, prof rdgs for staff on middle school reform, duplicating costs for workshop materials/curriculum writing					
	9. Order and Purchase new technology equipment for all classrooms to begin tech integration programs in the second semester	Upon receipt of the grant	$250,000 Year One		EETT grant funding to be utilized for student training in use of equipment	Support Director of Technology
SD / RPR	10. Planning & Grade-level collaboration time for teachers – extended day.	Fall 2010 Upon receipt of grant notificati on – ongoing develop ment 10-2013	$100,000 as outlined above in #6		Collaboration periods will focus on a specific subject for each of the PLT sessions, ELA, Math, English Language Development, and integrated services on a weekly basis.	Principal/ Coaches
SD / RPR	11. Begin to schedule benchmark visitations to other schools that have high success rates with similar populations	Winter/ Spring 2011	$3,000		Select dept heads and/ or key teaching personnel to visit Bay Area schools to gather important info on how schools are designing	Principal/ Coaches

IP	12.Contracts to be created for Enrichment Team to ensure a well-rounded curriculum for academic enrichment including Art, Music, Technology/ Multimedia, Physical Education	Upon receipt of notificati on of grant: Fall 2010	$211,262		SIG grant Funding Ravenswood Education Foundation in-kind funding Contract: Credentialed Art Teacher provided by *Community School of Music and Art (CSMA) (.5FTE Funded through CSMA)*	Principal/ HR Asst. Supt Principal/ Coaches
ILT	Art Instruction for 3-4 days a week, offering age-appropriate instruction introducing art concepts, vocabulary, and skills.	Fall 2010			Contract: Credentialed Music Teacher provided by *Community School of Music and Art*	
ILT	Music Instruction for K-5, 3-4 days a week, providing music theory and hands-on experience with basic instruments	Fall 2010				Principal/ Coaches
ILT	•Technology Classes for all Middle School students as part of their extended day/elective wheel	Winter/ 2010			1.0 Credentialed Math/Technology Coach to assist in the design of this program for students	Principal
ILT						
	13. Teachers and incoming students 6th graders will attend a Technology Bootcamp in	Summer 2011-2012			EETT Funding will be utilized to support this effort.	

					a strong academic program while meeting the academic targets for students.	
IP	12.Contracts to be created for Enrichment Team to ensure a well-rounded curriculum for academic enrichment including Art, Music, Technology/ Multimedia, Physical Education	Upon receipt of notificati on of grant: Fall 2010	$211,262		SIG grant Funding Ravenswood Education Foundation in-kind funding Contract: Credentialed Art Teacher provided by *Community School of Music and Art (CSMA) (.5FTE Funded through CSMA)*	Principal/ HR Asst. Supt Principal/ Coaches
ILT	Art Instruction for 3-4 days a week, offering age-appropriate instruction introducing art concepts, vocabulary, and skills.	Fall 2010				
ILT	Music Instruction for K-5, 3-4 days a week, providing music theory and hands-on experience with basic instruments	Fall 2010			Contract: Credentialed Music Teacher provided by *Community School of Music and Art*	Principal/ Coaches
ILT	•Technology Classes for all Middle School students as part of their extended day/elective wheel	Winter/ 2010			1.0 Credentialed Math/Technology Coach to assist in the design of this program for students	Principal
ILT						

IP	16. Technology Program Research shows that consistent student access to technology, combined with good teacher training in technology can lead to increased student learning in less time than other methods and an increased positive attitude towards school.	Ordering of materials to begin in August upon notificati on of grant	$250,000 for three years over the scope of the grant		12 Laptops 11 LCD Projectors 11 Doc Cameras 14 Smartboard Tech 14 Teacher stands 10 B&W Laser Printers 2 Color Laser Printers 54 Toner cartridges for laser printers 10 Wireless Access Points 5 Laptops for Administrators 14 Dyknow software	Principal/ Adm Mgr
RPR	a. Provide teacher technology platform (laptop, LCD projector, printer, Smartboard) for all middle school teachers to deliver instruction of our core math, ELA, Social Studies and Science curricula.	Ordering of materials to begin in the Fall 2010 upon notificati on of grant			1 Alarm system & video surveillance system	
RPR	b.Improve and upgrade the site server and storage infrastructure to support implementation of new electronic curriculum adoptions, increase our organizational effectiveness and lower our district-wide energy consumption					

IP	17. Provide digital classrooms (laptops and secure storage lockers) for each 6th -8th grade instructional classroom to implement our new integrated core curriculum in science, social studies, intervention classes, math and Language Arts with fidelity.	Ordering begins as soon as the district receives notificati on of grant – August 8/2010- 6/2012	Same budget as described above		395 Mini-notebooks 14 secure storage lockers	
RPR	18. Professional Development •Building in extra time to support professional development (summer, after school or Saturdays). •Send key staff members to specific training sessions ie., ACSA training academies and conferences that will support their development as support staff.	Summer and school year based on scheduli ng	$56,000		14 teachers for 10 days of professional development (Classified staff will be paid with categorical funds) Substitute teachers to allow teachers to attend PD during school day (14 teachers, 4 days each)	Principal Adm Mgr ELA/ELD Coach Math/Tech Coach
IP	19. All Teachers provided SB 430 Training in R/LA and Math curriculum.	Fall 2010 and year long		Title II $5,000	SMCOE trainers and district trainers	Principal DAIT Lead

IP	20.Substitute teachers will release classroom teachers to enable them to conduct peer observations twice yearly during the scope of the grant.	Fall and Spring Semesters	$4200		Funding from SIG Grants	Principal and Coaches
IP	21.Provide ELD training that provides teachers advanced level training for using CORE curriculum for ELs. Rollout of the District Benchmarks	Started in 8/2009 and Conti Fall 2010		Title II $5,000	ELA /ELD Coach & NTC Mentors for support	Principal Adm Mgr ELA/ELD Coach
PD	22. Schedule Ongoing site-based instructional support in R/LA ensuring standards-based instruction, use of curriculum and ancillary materials, research-based systematic writing program and data-driven grade level meetings	Started in 8/2009 and Continue Fall 2010 To 2013	$10,000		Contract with Charlotte Knox and Reading Coach to lead and coach standards based assessment and instructional discussions with teachers	Principal Adm Mgr
PD	23.Schedule ongoing site-based instructional support in Math ensuring standards-based instruction, use of	Started in 8/2009 and Continue Fall 2010	$10,000		1 FTE Credentialed Math/Tech Coach Contract with Dr. Gonsalves	Principal Math Coach Adm Mgr

	curriculum and ancillary materials, instructional differentiation and data-driven grade level meetings for math and algebra teachers	To 2013				
PD	24. Schedule ongoing site-based instructional support in ELD ensuring standards-based instruction, use of curriculum and ancillary materials, instructional differentiation and data-driven grade level meetings	Started in 8/2009 and Continued Fall 2010	$25,000		1 FTE Credentialed R/LA-ELD Coach Contract with Dr. Kate Kinsella	Principal ELA/RLA Coach and
PD RPR IP	25.Patti Christa will be contracted to work side by side with the principal McNair to align the reform effort at the school. Ms.Christa will support the organization of the staff retreats in an effort to establish new working norms, orient new staff members to the school community, organize the collaboration time of the teaching staff	August 2010 Mid Year Check-in End of the Year DeBrief. From 2010-13	$30,000 – contract annually (3 events each year) $20,000 retreat costs		Mentor: Patricia Christa - Contract District C & I Team	Principal/ Coaches Resource Teacher

PD RPR IP	26. The Strategic School Model will enter its second year of implementation at McNair Middle School and District wide. Dennis Parker will contract with the school to conduct status checks on the accountability strategies at the school.	September 2010 – throughout the scope of the grant	$10,000		Dennis Parker - Contract	
PD	27. Professional Learning Communities meet monthly, developing internal leadership & ownership of teachers' development and addressing specific questions pertaining to student achievement with lessons shared faculty-wide in the area of writing instruction and across the curriculums.	To start in the Fall 2010- through the length of the grant 2013	Monthly or Quarterly No Costs to the district Year one SIG grant will take on costs in year 2 & 3 of the grant		New Teacher Center Mentors, ELA/ELD Coach, Math Coach, District Literacy Coach	Principal
PD RPR	28. Teacher Mentors, building internal capacity by training site teachers to be mentors to new teachers to support and help retain quality teaching staff.	Started Fall 2007 and Strengthened Fall 2010			New Teacher Center In-Kind Support for Teachers by Grade Level	•NTC Facilitator, •ELA/ELD, Math Coaches •District Literacy

						Coach
SCO SCO	**29. Social – Emotional, Health Supports** 1. Individual Counseling 2. Family Counseling 3. Group Counseling 4. Training to staff on MH issues 5. Staff consultation for target students 6. Psycho-educational presentations in classrooms (depression, suicide prevention, stress reduction, healthy coping skills) 7. Crisis intervention/ treatment 8. Parent classes on mental health issues (such as teen depression, drug and alcohol prevention and reducing risky behaviors) and additional topics such as immigration issues, gang prevention, and Domestic Violence prevention. All presentations are available in English or	Upon receipt of the grant June 2013	$100,000 Contracts with CBOs after they have screened $43,000 Community Outreach Coordinator as outlined above		The Community Outeach Lead will organize and garner the support of the community based organizations that can provide wrap around services for students and families in crisis or in serious need of Health and Mental Health Agencies. Services Service and Health Agencies to provide Wrap Around Services for the students/families in need	Principal

| SCO | 29. Social – Emotional, Health Supports
1. Individual Counseling
2. Family Counseling
3. Group Counseling
4. Training to staff on MH issues
5. Staff consultation for target students
6. Psycho-educational presentations in classrooms (depression, suicide prevention, stress reduction, healthy coping skills)
7. Crisis intervention/ treatment
8. Parent classes on mental health issues (such as teen depression, drug and alcohol prevention and reducing risky | Upon receipt of the grant

June 2013 | $100,000

Contracts with CBOs after they have screened

$43,000 Community Outreach Coordinator as outlined above | | The Community Outeach Lead will organize and garner the support of the community based organizations that can provide wrap around services for students and families in crisis or in serious need of Health and Mental Health Agencies.

Services Service and Health Agencies to provide Wrap Around Services for the students/families in need | Principal

Community Outreach Coordinator

Community Outreach Coordinator |
| SCO | | | | | |

| SCO | 2. Parent Involvement Bilingual parent courses to help parents participate in the school community, covering topics such as homework assistance and involvement with academics, understanding of and access to the school system and its practice, and developing confidence in communicating with educators and other parents and developing a parent forum (PTA-type organization) to facilitate parent involvement.

3. Parents as Leaders Program building parent-school-community partnerships that promote collaboration, communication, respect, and appreciation of the contributions each partner makes to student achievement.

4. Empower parents to be involved in student | Work began in the 2009-10 school year and strength ened in the Fall 2010

Started 2009 and Strength ened Fall 2010 | $20,300 | | Bilingual Outreach Educators provided by Peninsula Conflict and Resolution Center

1 FTE Community Outreach Coordinator

Title I Funding/ EIA Funding/Migrant Education Funding Sources will be coordinated with the SIG funding to support this work

1.0 FTE Community Outreach Coordinator with Community Based Organization to assist in the training | Principal & Community Outreach Coordinator |

	achievement.

5.Liaison to schedule meetings with parents (bilingual)

6.Interpretation for Spanish-speaking parents for school meetings

7.Disseminate info to families such as parent conferences, student assemblies, workshops, etc.

8.Building relationships with parents, facilitating family communication system.

9.Coordinating community agencies around family involvement

10. Coordination of Parent Teacher Conferences with "Family Inservices to award achievement and promote parent engagement at the school. | Fall 2010

Fall 2010 —ongoing for next three years of the grant | | | 1.0 FTE Community Outreach Coordinator | Principal and Community Outreach Coordinator working with CBOs |

SCO	**31. School Safety and Attendance** •Contact families upon first hour of school at student is missing •Supervision of students during walking periods and break times, maintaining a 1:20 ratio. •Cohesive supervision team to ensure student safety on campus. •Student uniforms aligned with current norms of professionalism that contribute to success in our society, ensuring students are clean, neat, well-dressed and age-appropriately dressed. Prohibition of any clothing or apparel items in gang colors or insignia, promoting a safe school environment.	Fall 2010 Fall 2010 Fall 2010 Fall 2010	$23,000 as mentione d above		2 Yard Duty and Attendance Staff Members Supervision Team •Training for all yard and campus supervisors to work alongside administration and key staff to ensure safety and order of the campus •Student incentives and motivational strategies to be employed school-wide to build a culture of belonging and responsibility through the PBS program.	Principal, Yard Duty Staff, Admin Mgr, Support Staff, Coaches
SCO						

GS	**33. Principal Operational Flexibility**
	  1. Replace principal
	  2. Provide flexibility to implement intervention model
		New principal hired in 2008.
		Fall 2010
			$5,000		Principal stipend for 10 extra days to lead reform efforts during the school year and summer.	District Administrators
						
						Principals
						DAIT Team
						HR Director

SS
 	
RPR
	34. Staff Screening, Recruitment and Retention Strategies
	  1. Replace ineffective teachers
	  2. Measure effectiveness of
		60% of the staff & Principal replaced in Sept. 2008			Principal and HR working under the supervision of the Asst. Supt of C & I recruited, interviewed and selected new staff members to work	Asst. Supt of Curr/Instruction

Ravenswood City School District

America Reinvestment and Recovery Act (ARRA)
School Improvement Grant (SIG)\Section 1003(g)
Cohort 2009-2010

"The architect does not despair about the inadequacies of the carpenter, but instead creates a vision that is so clear and engaging that builds a place that we and our kids call home." (Reeves 2009)

I. NEEDS ANALYSIS

Background

Ronald McNair Middle School from the Ravenswood City School District was placed on the list of Persistently Low Performing Middle Schools on March 8, 2010. Ronald McNair Middle School (to be called McNair MS for the purposes of this document) was an Edison Dependent Charter School from 1998-2008 in the Ravenswood City School District (RCSD). The Edison School Company, a for profit agency, opened and operated two charters: the first was a K-3 charter which served students K-3 at the Edison-Brentwood site and the second charter served students 4-8th at the Edison-McNair School campus. Both schools served the same community while situated on opposite sides of the same campus.

The Edison School charters were renewed in June 2003 but shortly after this time the low student performance data, student safety issues, and other community issues at the middle school level began to decline forcing RCSD to revoke the charter proposal in June 2008. This revocation meant that Edison would operate only one charter school K-5 at the Brentwood site and that the middle school charter would be returned to RCSD for oversight. <u>This is the Ronald McNair Middle School program that</u>

1 this application for funding will be referencing. McNair Middle School, under the
2 direction of RCSD has only one year of data for review and it is important to note that in
3 this past year, RCSD was able to stabilize the school and stop the steady decline of
4 progress of the students. The school was re-constituted with a change of principal and
5 changed more than 50% of the staff in the Fall of 2008. Students and teachers were
6 put on notice that immediate improvement was warranted and academic and behavioral
7 standards were put in place and adhered to. These changes immediately impacted
8 student achievement data and it is believed that as additional reform efforts are
9 implemented through the funding of this grant, that the school will continue to meet state
10 and national academic targets.

11 Respecting the guidelines as outlined in the RFP for (American Reinvestment
12 and Restructuring Act) School Improvement Grant, the Ravenswood City School District
13 is requesting **$1,500,000** per year for the full three years from the (ARRA) School
14 Improvement Grant for Ronald McNair Middle School which will have 350 plus students,
15 grades 6-8 beginning in the 2010-2011 school year.

16 McNair Middle School has selected to continue its restructuring and reform
17 efforts using the **Turnaround Model**. In reality, the school was completely
18 "restarted" in 2008 when it was changed from having been a charter for ten years and
19 returned to RCSD. More than fifty (50%) of the McNair Middle School staff was
20 replaced. This year, the changes included the addition of new staff, namely a Bilingual
21 Resource Teacher. Staff worked in a renewed effort to align their programs to the 9
22 Essential Program Components (EPCs) on the District Corrective Action Plan. Four of
23 the original nine McNair teachers (prior to 2008) currently remain at McNair. The
24 counselor and assistant principal positions were eliminated due to budget cuts. School
25 staff, leadership team members, parents and community members reviewed the four
26 models discussed the progress of the school program, progress of students,
27 brainstormed programmatic components, and agreed that the **Turnaround Model** was
28 the appropriate model for the school.

29 After being placed on the Persistently Low Performing list, school staff,
30 leadership team members, parents and community members reviewed the four models,
31 discussed the progress of the school program in respect to the progress of the students,

1   brainstormed programmatic components and agreed that the Turnaround Model was
2   the appropriate model to close the achievement gap at Ronald McNair Middle School.
3
4   **Instruments Used to Conduct Analysis**
5   Ravenswood City School District has been under a Corrective Action Plan for
6   three years. The District's academic program progress is monitored by a District
7   Assessment and Intervention Team (DAIT) from San Mateo County Office of
8   Education's Program Improvement Unit. The DAIT was appointed by the State Board of
9   Education and DAIT monitoring ensures that McNair teachers are fully implementing
10 State Board of Education approved, core ELA, ELD and Mathematics programs. The
11 monitoring process ensures fidelity the core program.   An Academic Performance
12 Survey (APS) has been conducted for the entire district and individual school sites.
13 McNair completed its APS at the end of last school year in the fall of 2008 and updated
14 in the fall of 2009. This work became the premise for the Single School Site Plan for
15 Achievement that presently serves as McNair's instructional guidelines. The district and
16 DAIT team follow the progress of the students using the Essential Program
17 Components (EPCs) and student benchmark data. In addition to the data gathered from
18 these assessments, RCSD also used the English Learner Subgroup Self Assessment
19 (ELSSA) to measure the progress of English Learners at all of the district's schools.
20 Student progress is measured by benchmark tests in English Language Arts and
21 Mathematics that are administered every six to eight weeks.   The assessment
22 coordinator creates data reports for the schools and the schools engage in data
23 analysis meetings. Each individual student's progress is posted on a data wall. The
24 District Corrective Action Plan will be updated June 2010.
25   The principal, leadership team and district level personnel worked to define the
26 reform work with key stakeholders in this application as verified by meeting agendas.
27 The key stakeholders consisted of Board of Trustees, district administration,
28 Ravenswood Teachers' Association, teachers, parents, and community members that
29 met on numerous occasions to review the four SIG models. They reviewed the
30 component of this grant application: student performance data for all significant
31 subgroups, the 9 Essential Program Components, the District Assistance Survey, and

1   the Least Restrictive Environment as written in the district's RSIP plan for students with
2   IEPs. Discussions took place regarding the student instructional day and the
3   professional development needs of staff. Staff recognizes that the school's reform work
4   must be aligned to the DAIT Corrective Action Plan. RCSD staff also discussed the
5   school's history and the school academic climate. The over-arching needs from the
6   discussions determined that the school was in need of engaging in a **Turnaround** effort.
7   School Community and Board of Education input sessions also took place before
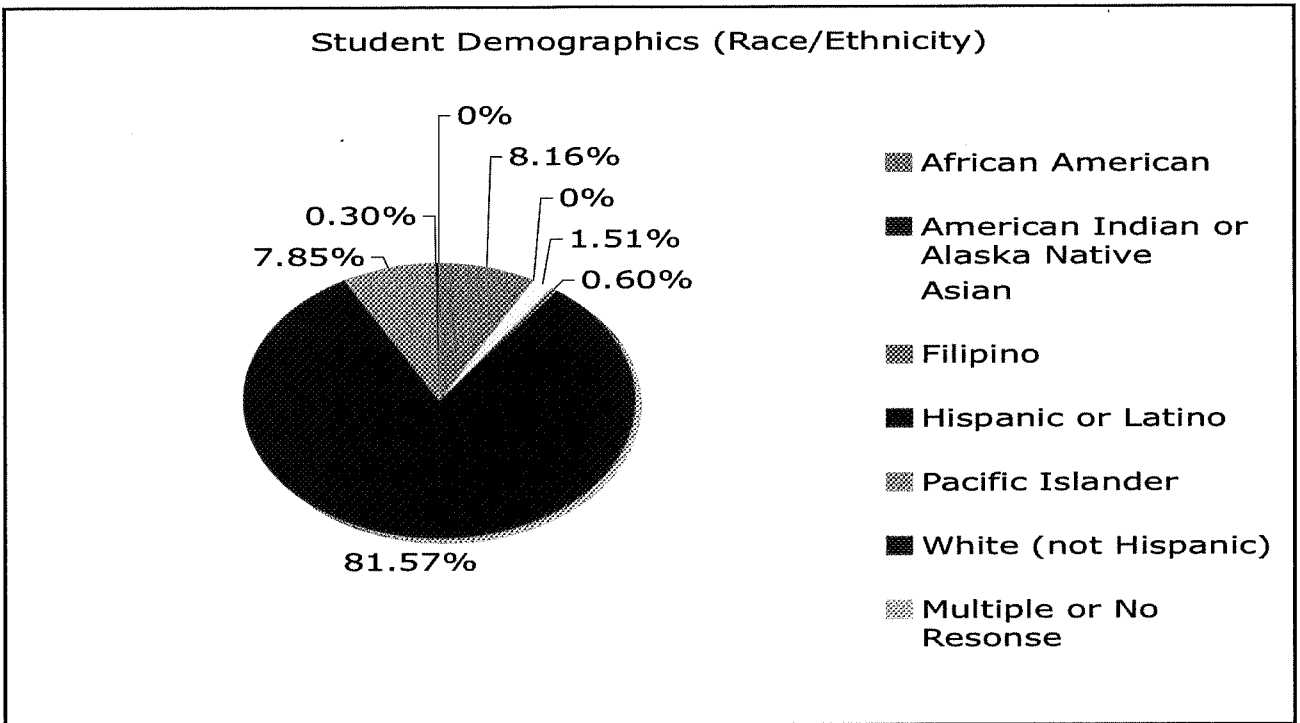8   approving the final application that is being submitted for review.
9
10   **Demographic Information**
11   McNair Middle School is currently a school of 300 students and 14 teaching staff
12   members. Included in this count is one Integrated Services teachers that support the
13   Full Inclusion (Special Education) students in the mainstream classrooms. In 2010-11 it
14   is expected that the school will grow to due to the closing of a nearby school and
15   another charter school closure which will add an additional 130+ students to the school
16   with an additional 60 students in the following year for a total of 400+ students on the
17   campus. The school's enrollment will be approximately 350 students in 2010-11
18   requiring fourteen (14) classroom teachers vs. the current eight (8). Currently, the
19   school has a multi-ethnic and multi-lingual student population made up of 82% Hispanic
20   students, 8% African-American, and 8% Pacific Islanders, and 2 % other. 92% of the
21   students are on Free or Reduced lunch. 76% of the Latino students are classified as
22   English Learners for a total of 123 ELs. There are 47 additional EL students that have
23   been reclassified to fluent status.
24   The Special Education students are "fully included" into general education
25   classrooms as outlined by the federally mandated Court Order called the Ravenswood
26   School Improvement Plan (RSIP). Students are provided direct assistance in the
27   mainstream classes by a team of Integrated Services teachers, paraprofessionals and
28   specialists in accordance with a student's Individual Educational Plan (IEPs) and
29   service requirements.
30   Please note that **Chart 1.0** is a demographic chart for McNair Middle School
31   showing the ethnic and linguistic make-up of the school.
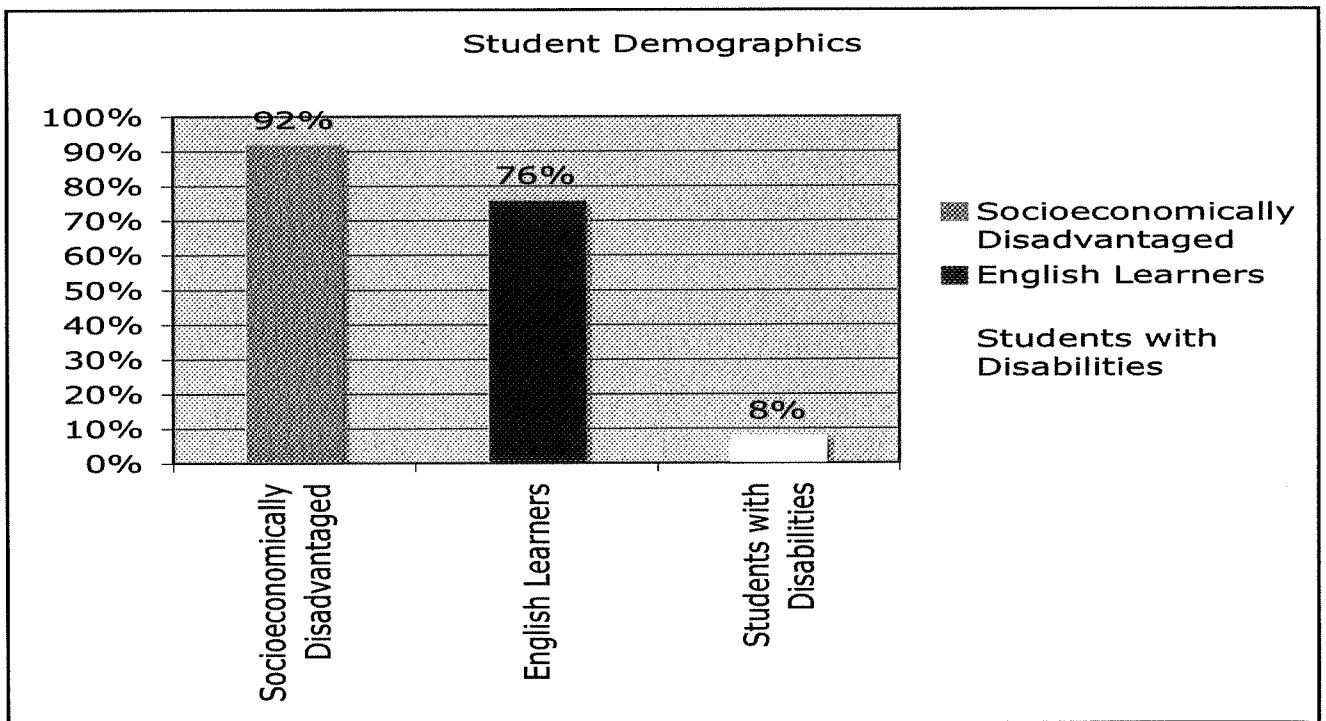
4

1

Student Demographics (Race/Ethnicity)

0%
8.16%
0%
0.30%
1.51%
7.85%
0.60%

African American

American Indian or Alaska Native
Asian

Filipino

Hispanic or Latino

Pacific Islander

White (not Hispanic)

Multiple or No Resonse

81.57%

2
3
4

5 **Chart 2.0** shows the significant subgroups at McNair Middle School

Student Demographics

100%
90% 92%
80%
70% 76%
60%
50%
40%
30%
20%
10% 8%
0%

Socioeconomically Disadvantaged

English Learners

Students with Disabilities

Socioeconomically Disadvantaged
English Learners
Students with Disabilities

6

1   **Chart 3.0** indicates 8 years of API scores as posted on Data Quest by the California

2   Department of Education. The chart shows the decline in student performance levels

3   from 2006-2008 and the stabilization of student progress in 2009 after RCSD took over

4   the school from the Edison Charter Company.

5

Chart 3.0	State Academic Performance Index Scores (API)						
Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Ronald McNair School
2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
516	608	629	615	660	658	621	622

6   Source: CDE – Data Quest School Reports
7
8
9   **Chart 4.0** shows the schools' statewide rankings for the past 7 years.

Chart 4.0	California State-wide Rankings				
Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Edison-McNair Charter	Ronald McNair School
2004	**2005**	**2006**	**2007**	**2008**	**2009**
3	2	3	3	1	2

10   Source: CDE – Data Quest School Reports
11
12   **Chart 6.0** on the following page shows the API/AYP data for the past 7 years.
13
14
15
16
17
18
19
20

1   **English Learner Performance Data**

2   RCSD also monitors the progress of English Learners in accordance to state law. The

3   Annual Measurable Achievement Objectives are followed closely and targets are set

4   each year for each category. If one of our schools has not met one or more of the three

5   AMAOs, the district must inform the parents that these targets have not been met.

6

English Learner Data: Targets Met

Years	2007	2008	2009
AMAO 1 - % of ELS making Annual Progress in learning English	Y (50.5%)	Y (50.2%)	N (51.4%)
AMAO 2 - % of ELs attaining English Proficiency on the CELDT	Y (29.3%)	Y (31%)	Y (31.4%)
AMAO 3- ELs meet the AYP requirements for the EL subgroup	N	N	N

7

RFEP Status 2008- 2009	6th Grade	7th Grade	8th Grade
McNair Middle School	17	12	18

8

9   **Staff Effectiveness**

10

11   The Turnaround Model requires that the principal be replaced and the new

12   principal be provided operational flexibility (staffing, calendars/time, budgeting) to

13   implement a fully comprehensive approach that will substantially improve student

14   achievement outcomes. The new principal, Mr. Mike Lyons, was hired two years ago

15   after years of site and district administration experience in both comprehensive

16   secondary schools and special education. Currently, Principal Lyons is closely involved

17   in the screening, hiring and selection of the new teaching staff at the school reviewing

1 new teacher candidates with the Human Resources Director and Superintendent. He

2 has also designed and will continue to refine the teacher and staff calendar and

3 schedule and will work closely with the Turn Around Lead and Assistant Superintendent

4 of Instruction to fund and budget the schools major initiatives funded by the SIG grant.

5 Currently, McNair Middle School has a core team of middle school teachers,

6 resource teacher, integrated services staff and the principal that are fully engaged in the

7 discussion of the reform effort as it relates to the SIG grant. The principal will carefully

8 select new staff for 2010 to complement his core team and move McNair's goals and

9 vision forward. To date staff has had multiple days of professional development in ELA,

10 ELD and mathematics training. All teachers will participate in core curriculum training

11 (AB472 – like sessions). The principal has been trained in AB430. The current staff and

12 principal have created a coherent standards-based system. This system ensures equity

13 and access to the core curriculum for all students throughout the system, a) a an

14 carefully aligned standards-based curriculum and assessment, instructional practices,

15 b) professional development for new teachers, c) collaboration time, e) a process to

16 implement a data-driven process to inform district, site and classroom decisions,

17 policies, practices and instruction and d) ensure funding is aligned with the district goal

18 of improving achievement for all students.

19 The school's plan will incorporate scientifically based research strategies that

20 strengthen the core academic program. It identifies actions that will have the greatest

21 likelihood of improving student achievement in meeting state standards. All teachers

22 will continue to submit detailed weekly lesson plans to the principal on Monday

23 mornings. All teachers will continue to use SBE adopted standards-based textbooks

24 and supplementary materials and the newly purchased technology and software to

25 supplement the core curriculum and offer programs to help differentiate the instruction

26 for English Language Learners, students with IEPs and general education tudents

27 struggling to reach standard.

28 McNair Middle School teachers will record quarterly data that includes external

29 assessment, benchmark standards covered, and CST blueprint standards that identify

30 major patterns of student's strengths and weaknesses. All teachers will work with

31 targeted students using differentiated instruction and intensive instruction. As an

1   assessment tool, each teacher will continue to fully utilize Edusoft for classroom
2   assessments, CST, CELDT and benchmark data collection pertaining to student
3   achievement.To become more effective, teachers have requested 21st century
4   technology tools. Electronic learning resources will allow the teachers to teach core
5   subjects to the entire class, or work with individuals as necessary. With the diversity at
6   McNair, it is critical that each teacher become an expert with in technology-based
7   differentiated instruction.

8   New staff to be hired will have the same high expectations as the current staff
9   and will receive the appropriate staff development, tools, support and materials. McNair
10   teachers act as a team; they know that failure for students at their school is not an
11   option.

12   The alignment of resources to come, collaboration time for staff, technology and
13   technology software, integrated and cross-curricular training and teaching, robust
14   professional development, an extended day and year for teachers and students, and
15   compensation for time spent will ensure success and achievement for all students.

16

17 | **II. Selection of Intervention Model** |

18

19   After a review and discussion about the four reform models that make up the
20   School Improvement Grant proposal, the Ronald McNair Middle School staff, parent
21   community representatives and District staff selected the **Turnaround Model.** Parent
22   leadership, teachers, principal, the Ravenswood Education Foundation reviewed the four
23   models and discussed the salient features of each model and concurred that the changes
24   that had occurred at McNair prepared it to move into a "**turnaround effort**". The
25   components of the **Turnaround Model** are the most pertinent to this community given
26   the extensive changes of the program at McNair over the past two years. The McNair
27   principal, staff, and school parent leaders realize that immediate and focused change
28   around research-based and vertically aligned curriculum; intensive intervention and the
29   correct usage of data are critical and necessary for informed instruction. The focus of the
30   **Turnaround Model** that is being proposed will be the addition of an extended day and an
31   extended school year for students and staff to ensure intervention time for students that

1   need additional support to their core program, a common collaboration time each day for

2   teachers, an infusion of a middle school enrichment program to include music, leadership

3   skills and arts, and the integration/reinforcement of the core academic program through

4   technology. The addition of the community and parent outreach programs will serve as

5   supports to the academic and social-emotional well being of every child.

6   The other reform models listed in this RFA were not a fit for the McNair Middle

7   School community. The <u>Restart Model</u> required a complete closure of the McNair

8   Middle School and reopened as a Charter School. Ronald McNair Middle School was a

9   Charter School named Edison-Brentwood that was closed and reopened last school

10   year as Ronald McNair Middle School. The community and its neighborhood families

11   were given a choice of schools in the District and a high percentage chose Ronald

12   McNair Middle School for their children because of its proximity to their homes and the

13   changes that were obviously taking place at the school. The <u>Transformation Model</u>

14   would have required the replacement of the principal and staff who had just been hired

15   and therefore not an acceptable choice to the community or District. The <u>School</u>

16   <u>Closure</u> Model was also not a fit since the grant stipulates the closure of a school and

17   conversion into a charter. Again, McNair Middle School was a charter school for ten

18   years that was reconstituted and returned to RCSD two years ago.

19

20   **Findings from the APS/ELSSA Surveys**

21   The APS and ELSSA data revealed that there were some positive instructional

22   practices at McNair Middle School, including a number of strong teachers, partial

23   implementation of the core adopted programs, collaboration with foundations and

24   community organizations, and benchmark assessments. The data also clearly showed

25   that the school's operation and instructional program needed reform in the following

26   areas: 1) Full implementation of the core adopted programs; 2) Uninterrupted

27   instructional time; 3) Benchmark assessment system; 4) Analysis of student data to

28   inform decision making; 5) Instructional coaching; 6) Professional development in the

29   use of the adopted programs (AB430 and SB472); and 7) Development of a more

30   extensive hiring process for strong teachers.

1   Based on Williams Review Audits, every student at McNair Middle School is

2   provided with the SBE-adopted textbooks and workbooks. The APS and ELSSA

3   confirmed that teachers were partially implementing the ELA programs and substantially

4   implementing the mathematics programs. The survey data also showed the need for

5   additional training and coaching in the use and expansion of the core adopted materials.

6   With the exception of a pacing guide for the English Language Development (ELD)

7   curriculum, which is in development, all core programs have pacing guides that will be

8   aligned with the new benchmark assessments. New intensive intervention programs

9   were adopted and implemented for ELA and math. With the intensive intervention

10   programs, students that are academically performing two or more years below grade

11   level have access to curriculum at their ability levels. In addition, these research-based

12   programs are designed to accelerate student learning to bring students up to grade-

13   level within a two year period.

14   Using the APS and ELSSA data as a guide, the following actions are currently

15   implemented at McNair Middle School:

16   • Pacing guides are developed and implemented at McNair Middle School for ELA,

17   Math, and intervention programs. Currently, an ELD pacing guide is being

18   developed at the District level and will be fully operational by August 2010.

19   • Instructional time has been established using our DAIT recommendations.

20   • All staff have been provided the opportunity to participate in the SB472, 40 hour,

21   trainings for the adopted core programs. At McNair a substantial number of

22   teachers have received the required training: 75% ELA (McDougal Little), 100% ELA

23   (Inside – Intervention), 60% Math (Everyday Math), and 100% Math (Prentice Hall).

24   In addition, teachers participate in research-based reading strategies and strategies

25   for English Learners (ELs). Teachers also participate in on-going Professional

26   Learning Teams and grade-level planning throughout the school year.

27   • To address the need of a more robust use of student data to drive instruction and

28   decision-making at McNair a system of analyzing data has been implemented to

29   ensure that every student and teacher has a goal and that progress is monitored

30   towards achieving the goals. Edusoft data system is used to process students'

1   benchmark data and disaggregate it to make targeted decisions. The principal

2   meets with every teacher on a quarterly basis to ensure progress and to identify

3   challenges in a timely manner.

4 •   To provide teachers with resources to implement the ELD program successfully,

5   supplemental materials and planning time was suggested as a better use of

6   categorical funds. In addition, teacher and staff surveys revealed that resources

7   offered to the middle school teachers and students should also be offered at the

8   elementary level (i.e. planning time, music, art, PE, etc.).

9 •   The teacher selection and hiring process needed reform to select and hire more

10   experienced and qualified teachers. DAIT provided assistance to the Human

11   Resource Director to develop a process to screen and hire staff for McNair. In

12   addition, to continue to hire qualified teachers to meet the reform model's objectives,

13   the new SIG Plan's screening process will allow for screening of existing teachers

14   that may not meet the requirements of the Turnaround Model.

15

16 **Instructional Philosophy & Design**

17   Ronald McNair Middle School plans to enact a language arts and mathematics

18 instructional program that will ensure a strong literacy program for all of its students using

19 21st century technology. McNair students will leave the middle school with the ability to

20 use current technologies and become competitive academically. McNair will design a

21 program that **accepts no failures** from any student given the extended instructional time

22 that will be made available for learning. McNair will **rid itself from intractable and non-**

23 **working existing practices, implement professional practices that focus on**

24 **achievement** that are both celebrated and communicated throughout the school and

25 throughout the community. The school will commit to **reinventing a new and involved**

26 **community design** integrating all families into the entire mainstream school program

27 and create **a staff collaboration design that is** disciplined academically and

28 experientially. Through this grant, we will work to **create a school whose day and year**

29 **will be extended ensuring that a core curricula of language arts and mathematics**

30 **is integrated into a curricula of technology, math, sciences, social studies and arts**

31 **and will have a strong emphasis on contemporary technological tools** for both

1   teachers and students. Students attending McNair Middle School will be given many

2   opportunities to receive mentoring and support services from the school's community

3   based organizations and in turn will be expected to contribute to the community through

4   Service Learning projects giving back to their churches, social agencies, etc. in East Palo

5   Alto, CA.

6

7   **School Day Schedule**

8   Because the day has been designed to reach district and state goals, maximize

9   results, and teach innovatively, the day will be extended for all students. **School will**

10 **begin at 7:40 with breakfast, homework and uniform check-ins (instruction will**

11 **begin at 8:00) and school end at 4:00 pm for students**. Teachers will be given a

12 common planning period with their departments when possible and the student day will

13 be extended for an extra hour to incorporate electives, intervention programs and

14 project based activities. McNair will continue to work with the district to maintain its after

15 school program from 3:00-6:00 with the after school staff pushing in services during the

16 last hour of the day. The instructional day will be constructed in conjunction with the

17 district's collective bargaining leaders to ensure that teachers are compensated fairly for

18 the extended time that they will be asked to work to plan and deliver instruction.

19

20

Sample Student & Teacher Schedule				
Time	Minutes	Schedule A	Schedule B	Teacher Schedule
7:45 – 8:00	15 mins.	Morning Assembly – Breakfast /Check-in & Opening	Morning Assembly Breakfast /Check-in & Opening	Teacher Prep
8:00-9:00	60 mins	Social Studies/ Science Technology	Physical Education	Morning Prep for some teachers
9:00-12:00	180 mins	ELA/ Reading & Writing	Mathematics SS/Science/Tech	Teaching Period or Teacher Prep
12:00-12:40	40 mins	Lunch	Lunch	Lunch
12:40-2:30	120 mins.	Math/Algebra	English Language Arts/ELD	Teaching Period or Teacher Prep

2:30-3:30	60 mins.	Physical Education	English Language Arts/ELD	Teaching Period or Teacher Prep
3:30-4:00	30 mins	Intervention Block or SS/Science/Tech	Elective Wheel – Arts, Music, FL	Teaching Period or Teacher Prep
After School Programming Options for Students				
3:00-6:00	120 mins.	Clubs/Sports/Leadership/ Clubs/After School Homework Center	After School Program	•SSTs. IEPs, etc. •Staff Meetings •Collaboration Time

1

2 Weekly Professional Development Wednesdays

3   Currently, the District fully supports a shortened Wednesday every week to allow
4 every school in RCSD to offer district-wide professional development and planning time
5 to meet all the programmatic requirements mandated by our DAIT team, the Special
6 Education RSIP Plan and district-wide teacher and administrative trainings in the
7 district-wide initiatives: data analysis, Strategic Schooling, writing and math campaigns.
8 McNair teachers will continue to participate in this schedule and will use their during
9 school release time schedule, after school meeting times which will be scheduled both
10 formally and informally to focus on the professional development needed to move
11 forward in their reform work at McNair Middle School. In addition, teachers have had
12 the opportunity to participate in content level professional learning teams facilitated by
13 the New Teacher Center mentors that work at RCSD. The PLTs will have a focus on
14 improved writing instruction and performance for the next two years. District teachers
15 will have an opportunity to write rubrics, examine and calibrate student writing,
16 determine the scope and sequence for writing in the district, etc.

17

18 Extended School Year

19   Through the support of this grant and additional grant funding, it is proposed that
20 students will also have an extended school year and that each student will be strongly
21 encourage to attend for a minimum of a four week summer session. Teachers will be
22 given the opportunity to design special programs and continue to work with their own
23 students while continuing to advance students in their reading, writing and math
24 development through the use of technology and varied instructional approaches.

1 Students who are performing below grade level will participate in special tutoring and
2 intervention programs with the goal of acceleration back into the mainstream and grade
3 level work. There will be an assessment at the end of the year to determine the
4 academic gaps that need to be remedied. The design of the summer program will be a
5 data-informed process and designed to accelerate students back into grade level
6 performance.
7
8 **Instructional Setting**
9 All teachers will teach a standards-based curriculum and use their district- written
10 pacing guides daily. Explicit instruction in language arts, ELD and mathematics, as well
11 as differentiated instruction will be an expectation for all teachers. Professional
12 development, for example, in differentiated instruction will be scheduled for training
13 throughout the year and during the shortened Wednesday schedules. The school and
14 the district together will make instructional decisions based on data feedback that
15 informs curriculum delivery, ELD student needs with best practices. Reading will include
16 not only the state approved texts, but also <u>Standards Plus</u> and <u>Inside</u> for English
17 Language Learners and students needing interventions. Students who have been
18 assessed and are not showing timely improvement will be given additional supports.
19 Through the funding of this grant, it is also proposed that over the course of the
20 next three years, all classrooms will have a computer for each student and only the
21 student in that classroom will have access to that computer. It is our hope to design a
22 school day where the students will have their own individual workspace and exclusive
23 use of their computer. The students will not move from classroom to classroom for ELA
24 and mathematics. Instead, teams of teachers, coaches and paraprofessionals will move
25 to the students. The benefits of staying in one classroom for core will be: time saved
26 with the elimination of passing periods, reduced levels of disruptive behavior, continued
27 learning without interruptions, and stronger teacher-student bonds will be formed. Most
28 importantly, the student has his/her own computer and work station as if the student
29 were in a professional workspace. Each teacher will be trained to use technological
30 tools, computers, document cameras, and Smart Technology. Specific rooms will be

1 designated as project rooms, where projects can be built and stored safely. This effort

2 will take careful planning in the next three years to fully operationalize.

3

4 **The checklist for language arts and mathematics student achievement** is being

5 planned as follows:

6 ✓ Leaders, coaches are visible in the classroom daily.

7 ✓ Teachers will be using formative data about individual students to analyze their

8   instruction in light of student progress toward standards.

9 ✓ Priority areas of the language arts and mathematics' instructional focus will be

10   identified and necessary changes made to strengthen teaching will made

11 ✓ Professional development will be targeted and efficient

12 ✓ Staff will collaboratively conduct a comprehensive curriculum review that provides

13   results and shared on a regular basis

14 ✓ School leaders will monitor progress weekly and systematically make adjustments to

15   strengthen teaching and student learning

16 ✓ Instructional time will be modified and expanded to create for larger blocks of

17   learning time, an extension of the school day to provide for interventions and

18   electives, an extension of the school year and the augmentation of the school's

19   human resources to support the learning and teaching environment.

20

21 **English Language Arts and English Language Development Instruction**

22   All students will have Language Arts and/or English Language Development as

23 determined by their CELDT proficiency levels for **three hours daily** during the school

24 day to include reading, writing and oral communications, using SBE standards-based

25 adopted texts, materials and technology. Students will write, read and communicate

26 daily. In addition, cross-curricular writing in Social Studies and Science, non-fiction and

27 fiction reading, power point presentations, small group work, as well as, individual

28 projects will be implemented. Pacing guides will be written by district office coaches,

29 used by all teachers and monitored by the principal. It will be expected that all teachers

30 participate in the ELA/ELD, technology and district trainings.

Teacher training in writing will be supported at the site and through this grant application. The writing workshops will be supported by coaching from the ELA/ELD coach and by teacher support from the mentors from UC Santa Cruz 'New Teacher Program.

Over the course of the three years, teachers will participate in training in the area of technology literacy development, the program for students will include EasyTech web-based software, purchased with SIG and EETT grant funding sources. This is a self-paced technology literacy course specifically aligned with the ISTE NETS standards for students and will be used regularly by students for practice to directly support their technology and ELA/ELD skills development. Technology components are essential for meeting the academic needs of all target students, special needs students and English Language Learners. With technology the teacher can not only teach the core curriculum, but it allows the teacher to provide differentiated instruction.

Mathematics Instruction

Two hours of mathematics will be required daily so that all students leaving McNair will be at grade level or above math with a minimum of Algebra I competencies and be able to score proficient and above on the prescribed CSTs. Geometry will be made available if students progress successfully past Algebra.1. As mathematics becomes more challenging for the target student and/or others, teacher assistance, adult mentors, math and technology coaches will provide additional assistance. McNair will implement a multi-pronged technology-based program to substantially improve student achievement in 6th and 7th grade mathematics.

In 2009-2010 the District adopted a new technology-rich curriculum for mathematics and reading interventions. The students will continue with Prentice Hall Middle School Math curriculum and have full access to textbooks and related technology. They will be able to use videos and other core curricular electronic resources to accelerate understanding and achievement. EasyTech Software will be used to strengthen technology literacy skills, In grades 6 and 7 mathematical reasoning, 2.0 California State Content Standard states: "Students use strategies and concepts in

1 finding solutions (including Standard 2.4 the students use, charts, graphs, tables,
2 diagrams and models to explain mathematical reasoning."

3   Research by Azin and Resendez on a group of 453 seventh-grade students
4 shows the effectiveness of the chosen core curriculum in several ways. In particular for
5 the McNair students, assessment results suggest that Prentice Hall Mathematics
6 Course 2 is particularly effective with low-performing students, as evidenced by the
7 significant gains in low-performing student test scores. The students in the Momentum
8 Math intervention program also need the proven strategy of self-paced extra learning
9 support of MathSCORE as they work to catch up to their peers. MathSCORE online
10 software is equipped with activities that are individually tuned to the skill level of each
11 student to supplement the core academic program.

12

13 **Physical Education**

14   **Physical Education** will be required to meet State requirements of time with the
15 use of the standards based and state-adopted curriculum. Certificated teachers will
16 work to provide instruction that will help students also pass their required Physical
17 Fitness tests at the middle school levels so that they can enter high school fulfilling this
18 requirement.

19

20 **Extended Day Curriculum and Tutorials:**

21   Enrichment activities such as music, art, drama, technology skills, leadership and
22 life skills will be in addition to the core subjects of language arts, ELD, mathematics and
23 physical education. Students will have the opportunity to engage in electives that will
24 provide them early experiences with visual and performing arts, music, as well as offer
25 students an opportunity to work in an intervention class or work with adult tutors to catch
26 up in their reading or mathematics. The school will contract with after school program
27 agencies and or professional groups to offer these programs for the students. The SIG
28 grant will help seed these programs giving the school an opportunity to seek additional
29 public and private funding to sustain these programs after the funding ends.

30

31

Integrated Mathematics/Science/Social Studies/Technology

An additional **2.0 hours will be spent in learning technology skills that are integrated into math/science/social studies/arts academic programs** identifying projects for each grade level, 6th, 7th and 8th using experiential hands-on learning projects in science/math, literacy/social studies, and arts. During the technology integration time, students will learn the standards-based curricula while designing projects that are integrated throughout the academic areas. Integrated projects will be implemented, such as building robots; model bridges, discovering and writing about cultures across the world, as well as, writing/communicating with children in other countries, filming each others presentations. Literacy and writing linked to a specific period of time in history will be researched on the internet finalized by a presentation to the class. Technology will become the amplifier of writing. Through technology students will have the opportunity to explore the real world in real time.

Technology will allow students new scholarly forms of authoring, publishing and researching. Every student will become an author creating a book their 6th grade year, a website during their 7th grade year and creating an invention and or culminating exhibition their 8th grade year. Students will also have links to the global community of educators closing the gap between what is possible and what is infinitely available to them instantly. Students will have the opportunities to learn by doing as individuals, pairs, and or in small groups.

Two labs per week integrating science and math will be a requirement. Students will be introduced to the basics of physics, chemistry and biology. Students will have opportunities to design and make robots, fuel-efficient model cars, learn the science of tornadoes, earthquakes, wind tunnels, and the mechanics of flight, learn the solar system with a portable planetarium and create marine biological systems. Technology integration in a curricular context to create varied learning environments in math, science, engineering, as well as social studies will be the innovation that inspires students to understand the relevancy of what they are learning. Through interview and observation the results of the use of technology using the ISTE NETC Classroom Observation Tool for Assessing Technology Integration will be reported.

1   All students will participate in the **extended day and extended year** supported
2 by this grant. Science and social studies instruction will have an added integrated
3 technology component. Students will achieve grade level proficiency with technology
4 literacy and use technology as a tool to support meeting state standards-based
5 academic standards. Target students will increase grade-level proficiency with
6 technology literacy by an average of 9 percentage points over three years as specified
7 in the standards-aligned program for students and measured by a Ravenswood Student
8 Ed Tech Survey, based on the Ed Tech Profile student survey, taken twice each year.
9   Through the SIG funding, it is our intent that the **Math/Tech and ELA/ELD,**
10 **coaches** and support staff will work with the principal and teaching team to help support
11 each teacher's development in the further development of his/her instructional
12 capabilities. This team of specialists will work directly with teachers providing much
13 needed coaching and in-service in a focused effort to raise student achievement.
14
15 **Service Learning Requirements:**
16   All Middle School students will participate in high quality **Service Learning**
17 **Program**. Elements of high quality service-learning include integrated learning, high
18 quality service, student voice, civic responsibility, collaboration, reflection and
19 evaluation. The service learning project will give the student a skill that arises from the
20 broader classroom and school goals. There also will be a clear connection between the
21 academic content of the class and the service. Life skills learned outside the classroom
22 will be integrated back into classroom learning. The service will be designed to achieve
23 significant benefits for students and the community. Students will be able to choose and
24 plan the service project. By participating in the service learning project, students will
25 understand how they can impact their community. Collaboration among the students,
26 parents, and community-based organizations will benefit from the project. It will be the
27 expectation of McNair Middle School that all students will participate in a service
28 learning project in their 6th, 7th and 8th grade years. A written culminating reflection will
29 validate the connection between the student's experience and the academic curriculum.
30 Students will have the opportunity to present their culminating activity in a public forum.

1   The Community Outreach Coordinator will work with teachers and the administration
2   and community organizations to make these connections for the students.
3
4   **Screening and Staffing of the School – Turnaround Requirements**
5   Using locally-adopted competencies to measure the effectiveness of staff, screen
6   existing and rehire no more than 50% of last year's staff and select new staff for the
7   school. **The new staff at McNair will be NCLB** highly qualified, creative and California
8   State credentialed teachers, coaches and administration will be screened, recruited,
9   interviewed by a district panel led by the school principal and invited to be a part of the
10   **Turnaround** reform at McNair. The selection of new staff will take place in June and
11   July of 2010 in preparation for the upcoming year. The principal will work closely with
12   each new staff member and support his/her instruction by focusing on direct instruction,
13   methodologies employed in each teacher's classroom, and will conduct daily
14   walkthroughs creating a daily feedback cycle. The mathematics, language arts, English
15   Language Development and technology coaches will be in the classroom 75% of the
16   instructional day. All teachers will have time built into the master schedule for daily
17   collaboration with colleagues and administration. Classroom teachers will work with the
18   Special Education teachers and paraprofessionals, referred to as the Integrated
19   Services team, to create co-teaching opportunities in their classrooms. Locally created
20   screening components are being reviewed with District administration, site
21   administrators, teachers and the bargaining unit leadership. The conditions of the
22   screening have been negotiated with the Ravenswood bargaining unit and approved by
23   the Superintendent and Board of Education in May 2010.
24   The site will continue to use the RCSD Certificated Evaluation Model, based on
25   the California Standards for the Teaching Profession, to measure the effectiveness of
26   staff after the existing and new staff has been screened. The primary purpose of
27   evaluation is the improvement of the competence of all probationary and permanent
28   employees and thereby the improvement of the quality of education for all students in
29   the Ravenswood City School District. The principal evaluates and assesses the
30   competency of both probationary and permanent employees as it reasonably relates to
31   the following standards: 1) Engaging and supporting all students in learning; 2) Creating

1 and maintaining effective environments; 3) Understanding and organizing subject matter

2 for student learning; 4) Planning instruction and designing learning experiences for all

3 students; 5) Assessing student learning; 6) Developing as a professional educator; and

4 7) District professional requirements.

5 In evaluating the California Standards for the Teaching Profession, the formal

6 observation form utilizes the following ratings:

7 • Exceeds Standards / Integrated Mature Practice

8 • Satisfactory / Consistent Application of Standards

9 • Needs Improvement / Developing Beginning Practice

10 • Unsatisfactory / Not Consistent with Standard Expectation

11 In case of negative observation(s), the principal takes positive action to assist the

12 teacher in correcting cited deficiencies. The principal's role to assist the teacher

13 includes but is not limited to the following: specific recommendations for improvement;

14 direct assistance to implement such recommendations; provisions of additional

15 resources to be utilized to assist with improvement such as PAR/ BTSA/ COMP

16 Training; techniques to measure improvement and a time schedule to monitor progress.

17 The district, in partnership with the McNair Middle School staff, Principal and

18 Ravenswood Teachers Association (RTA) developed a rigorous screening process, as

19 detailed below, for all staff at the school site. If teachers and staff pass the screening

20 process, they will remain on staff. If they do not pass the screening process, they will be

21 moved to another assignment. As 80% of the staff was already turned over this May, as

22 part of the reform process that began this year, the screening of the remaining teachers

23 will be quickly accomplished.

24 The Parties (RTA and the LEA) agree that the following will be the characteristics of

25 the screening process by which the District determines the eligibility of RTA members

26 who request to obtain an assignment at Costaño and/or McNair for the 2010-2011

27 school year:

28 a) Any RTA member with a rating of unsatisfactory on any standard on a District

29 formal evaluation within the past two years will be deemed not qualified for an

30 assignment at Costaño and/or McNair for the 2010-2011 school year and will be

31 disqualified from consideration;

1 b) The District (LEA), using the rubric of Standard of 5.4 in the RTA evaluation

2   document, will review teacher-selected student achievement data on ELA, ELD

3   and Math for RTA members who request to obtain an assignment at McNair

4   Middle School and/or Costaño K-8 2010-2011 school year;

5 c) The District, using the rubric of Standard of 4.4 in the RTA evaluation document,

6   will review the teacher-selected evidence of short term and long term planning as

7   demonstrated in lesson plans and unit development for RTA members who

8   request to obtain an assignment at Costaño and/or McNair for the 2010-2011

9   school year;

10 d) The District will require signed agreement to demonstrate a personal

11   commitment to reform of RTA members who request to obtain an assignment at

12   Costaño and/or McNair for the 2010-2011 school year. The employment

13   statement will include a signed commitment: i) to collaborate with the principal,

14   coaches, and colleagues, and participate actively with Integrated Services

15   personnel creating a standard for co-teaching as outlined in the Ravenswood

16   Self Improvement Plan; ii) to a belief that all students can succeed; and to have a

17   vision regarding the reform and acceleration of work; iii) to the use of data to

18   inform instruction; iv) to establish a positive, functional school culture that is

19   driven by student success and to work an eight hour day for the duration of the

20   grant and/or during the RTA member's assignment at Costaño and or McNair for

21   the duration of the SIG funding.

22 e) The District will require a brief written statement from each RTA member that

23   indicates their personal commitment to reform and to their contribution to the

24   efforts of RTA and LEA under the SIG funding.

25   Any new staff to be hired will have to go through the same process and will be

26 held to the same high expectations as the current staff. SIG funds will provide new and

27 existing staff with the appropriate staff development, tools, support and materials that

28 they need to be successful. The MOU was reviewed through District and bargaining unit

29 negotiations and signed in June in anticipation of the submittal of this grant.

30

31

Adopting a New Governance Structure

1 **Adopting a New Governance Structure**

2   SIG funds will support the Turnaround Coordinator position at .5 FTE from each of

3 the two schools applying for SIG grants. The LEA will appoint a Turnaround

4 Coordinator who will ensure the effective implementation of the intervention model.

5 Together with the District Assistant Superintendent of Instruction, DAIT Lead and

6 Principal, the Turnaround Coordinator will monitor progress by: analyzing quarterly

7 benchmark student data; monitoring progress towards quarterly benchmark student

8 achievement goals; establishing a weekly walkthrough schedule to monitor the

9 implementation of academic and enrichment activities; and providing technical

10 assistance to the school's leadership team. The Turnaround Coordinator will aggregate

11 student data and present it to stakeholders, including, but not limited to, School Board of

12 Education, the District Leadership Team, School Site Council, and CDE. The Principal

13 will have sufficient operational flexibility and in collaboration with the Turnaround Model

14 Coordinator, will have the final say in school site staffing.

15   The Principal and Administrator Manager will have key responsibilities in monitoring

16 the implementation of the Turnaround Model, as follows:

17 The Principal will:

18 • Monitor the full implementation of core adopted Instructional/Academic Programs

19 • Develop and implement Professional Development Plan for individuals and whole

20   staff

21 • Monitor the implementation of strategies acquired through professional development

22 • Schedule professional development provided by instructional coaches

23 • Schedule coaching services for teachers and staff, managing the ELA and Math

24   coaches

25 • Meet with individual coaches, teachers, and support staff to analyze student data

26   and set goals

27 • Establish a School Leadership Team to broker resources based on student

28   achievement data. SLT members will be composed of, but not limited to, coaches,

29   Academic Dean, teacher representatives, Turnaround Coordinator, support staff,

30   and community representatives.

1 • Schedule meetings with resource specialists (Music, Technology, Art, ELD, etc.) to

2   analyze student data and set goals to maximize student achievement.

3 The District Resource Teacher (district funded):

4 • Work directly under the supervision of the principal

5 • Monitors the entire instructional program with an emphasis on intervention and

6   works closely with the new coaches to ensure follow through on their work.

7 • Ensures that the school's instructional program is aligned with the SIG, DAIT, CA

8   State standards and core curriculum

9 • Manage and analyze data to ensure that assessments and data are driving

10   instruction across the school

11 • Plan and deliver professional development and seek out professional development

12   opportunities when needed with the goal to build teacher capacity and create

13   teacher experts within the school community

14 • Provide instructional support in the After School Program to ensure that curricula

15   and instructional activities are aligned with the school day

16

17 **Parent Community Outreach and Communication**

18   McNair Middle School administration and teachers will maintain effective and

19 regular communication to and from home via paper and electronic newsletters, and the

20 full implementation of the new student reporting system - Infinite Campus

21 Communication System - that allows parents to check their child's grades, homework

22 and attendance online. Parents will participate in school meetings to full engage in the

23 reform effort and invited to part of the governance teams, parent education teams and

24 attend informational meetings on student progress to assist them as they support their

25 child's learning and academic progress at McNair Middle School.

26   **McNair will also enlist adult mentors** who work with students, to create a

27 formalized tutoring system that allows no student to fail, and creates a system of safety

28 nets that immediately catch failing students. The ELA/ELD and Math/Tech coaches will

29 oversee and manage this program working closely with the Community Outreach

30 Coordinator to access the community based resources. The mentor program will

1 provide formalized and structured accelerated learning and tutorials with the goal of

2 ensuring that students catch up and keep up.

3

4 ## III. Demonstration of Capacity to Implement Selected Intervention Models

5

6 A strong instructional foundation has been developed and implemented at McNair

7 Middle School since the Fall of 2009. The Nine Essential Program Components have

8 served as the foundational educational basis for the school. These research-based

9 instructional practices and operational system have proven to have a positive impact on

10 student achievement. It is evident that by expanding the current instructional practices,

11 securing highly effective administration, teaching and support staff, increasing

12 community outreach activities, offering enrichment opportunities for our students,

13 McNair students can make significant academic gains. The SIG funding will be used to

14 maximize students' academic and enrichment opportunities and improve the teacher's

15 abilities to deliver an enriched and powerful instructional Program for students

16

17 **DAIT Coordination & External Partnerships:**

18 Through San Mateo Office of Education, Ravenswood works alongside a six

19 member DAIT Team who work with district and school personnel to monitor and review

20 the accountability process for the district. The DAIT team works throughout the year

21 using standardized DAIT templates and protocols to conduct walkthrough observations,

22 data analysis and review sessions with schools. In addition, the California Department

23 of Education has assigned a team from the Special Education Department to sit in on

24 selected IEPs and Triennials at different intervals during the year. Special Education

25 training and meetings are held continually and staff is required to follow the elements of

26 the district's corrective action plan, called the RSIP.

27 Through the DAIT oversight process, referred to as the District Alternative

28 Governance Team or DAGT, the District, directs and monitors the school to ensure that

29 McNair uses its district-wide data system (Edusoft) for recording and disaggregating

30 math and Algebra 1 data, and English Language Arts formative and summative

31 assessment results by all teachers at all grade levels. McNair must also monitor

1   benchmark assessments using Edusoft and use data for proper student placement at all
2   grade levels using a common, district-wide protocol for all programs. McNair parents of
3   intensive intervention students must be provided with data reports showing student
4   progress toward mastery.

5   In addition to this request for funding, McNair works with critical partners that
6   generate both financial and human support for projects throughout the school
7   community. In June 2007, Ravenswood Education Foundation (REF) was founded and
8   registered as a 501(c) (3). Its mission was to develop strategic partnerships to establish
9   organizational sustainability, initiate projects that lead to community engagement and
10 support initiatives that lead to academic improvement for all RCSD schools. As an
11 example, when the school was taken back from Edison Charter Company, the REF
12 partners worked to repaint, landscape and improve the school facilities, parking lots and
13 play areas. These capital improvements helped to create a new learning environment
14 for the McNair students. Donors from throughout the Bay Area have partnered with
15 RCSD schools and worked to equalize the support among the 8 district schools and 2
16 charter programs. The Director of REF works with each school to prioritize projects on
17 an annual basis and then finds both the donors and financial supporters to fund each
18 projects. The Silicon Valley Community Foundation works to support the technology for
19 many of our schools as does the HP organization. The Menlo Park Presbyterian of
20 Menlo Park spearheaded a number of "time and talent" events generating teams of
21 volunteers from Palo Alto, CA to paint and refurbish school sites/facilities as part of their
22 Compassion Weekend and Second Mile Projects.

23   The **New Teacher Center**, NTC, from the University of California, Santa Cruz,
24 CA has worked with RCSD new teachers for over ten years in RCSD as a result of a
25 Hewlett Grant. They are responsible for the BTSA program and credentialing efforts of
26 teachers new to the profession. They will continue to work with our 2nd year novice for
27 one more year as their grant expires in 2010-11. The NTC Mentors will work with the
28 school's new coaching team to teach the new team the strategies of peer support and
29 development to ensure highly effective instructional coaches.

30   City and community-based organizations that will be screened to help McNair
31 students meet their academic and social-emotional needs. **Plugged In** provides

27

community members access to technology and free training. **Computers for Everyone** is an initiative from Community Wireless, an NPO, that provides free wireless access to families in EPA. **1 East Palo Alto** will work with McNair Middle School to broker services for the families in need of health and counseling services. **Peninsula Conflict Resolution Center** will support the development of parent participation and parent governance at the school and offer families counseling on conflict resolution that affects the students as they come into the learning environment. **Youth and Family Enrichment Services (YFES)** will work with the school for crisis intervention, individual and family therapy and teacher consultation and support for students who are in social or emotional crisis at school. This organization will support the families and teachers, observe in classes and consult with the administration in a very strategic partnership of support.

Through the process of identifying the Turnaround Model no specific barriers were identified that would preclude the implementation of the program at McNair Middle School. Stakeholders have expressed both the use of both the benchmark assessments and the AYP/API/AMAO targets as the key assessments to measure of their students' academic success.

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iv. Recruitment, Screening and Selection of External Providers

Ravenswood City School District intends to use Community Based Organizations (CBO) to accelerate student achievement using the selected Turnaround Model. The specifically designed instructional program or service proposed by the CBO must specify the direct service to be provided to students and/or families; Core Academic Areas (i.e. ELA, science, and/or mathematics), Counseling/Health Services, or Classes/workshops for parents. To ensure quality services provided by the CBOs, Ravenswood City School District will require the following list of documentation and procedures as part of the screening process towards selecting a CBO.
The CBO must:

1. Describe how their services will be aligned with individual student's academic achievement goals, the selected Turnaround Model, and school program.

2. Describe how their services will be designed to increase student's academic performance on required assessments and to attain proficiency on state content standards.

3. Use high quality, research-based instruction and practices.

4. Include a description of, and rationale for, instructional materials and resources to be used.

5. Describe accommodations for eligible students with disabilities (SWDs) and English learners (ELs) to have equitable access to the CBO's tutoring program in order to meet state academic content standards and social-emotional goals.

6. Indicate the specific teaching and/or tutoring staff and their qualifications.

7. Describe the staffing, fiscal, equipment, and facility resources of the organization.

8. Describe procedures for completion of and compliance with the following:
   a. Staff background checks
   b. Fingerprinting
   c. TB testing as required by LEAs for those employees providing direct services to students.

9. Provide pre- and post-test data from prior two years of services to students, parents, and/or families in each proposed service/subject area.

10. Provide an analysis of data that must substantiate that the CBO's tutoring/service program is based on two years of tutoring/service experience while using an effective method for increasing student academic achievement.

11. Describe procedures for consulting with parents/guardians and Ravenswood City School District to develop specific student achievement goals.

12. Describe the procedures and schedules for providing students, parents/guardians, and districts with regular reports of student progress.

13. Describe how the progress of students will be measured and what assessment will be used and why.

14. Describe how the applicant shall secure parental/guardian permission to obtain

29

1   access to student data from the LEA for purposes of demonstrating academic
2   improvement.

3   15. Describe the process for collaborating with LEAs in the use of individual student
4   Standardized Testing and Reporting (STAR) test results to determine the
5   increase in student academic performance.

6   16. Provide letters of reference:
7   • Three letters from previous clients, which must describe the positive impact
8   on student academic achievement of applicant's tutoring program during prior
9   two years.
10   The screening process will help identify the CBOs that meet the qualifications to provide
11   services to our school and community. CBOs that meet the list of requirements will be
12   reviewed by the members of the School Site Council; teachers, classified staff,
13   administrators, and parents. The School Site council will vote to approve the most
14   qualified CBO. Once the School Site Council approves the CBO, it will make its final
15   recommendation to the Ravenswood City School District's Board of Trustees to approve
16   Memorandums of Understanding with CBOs. To date the following CBOs have
17   expressed interest in collaborating with Ronald McNair Middle School and will be
18   screened to ensure that they will meet the requirements outlined above:
19
20   a. **After School Support Providers:** Title I Supplementary Education Support
21   Providers – selected by parents in accordance to State Law to include tutoring
22   companies such as: Tutorworks, Extreme Learning, Compass Learning and
23   other state sanctioned providers.
24   b. **Youth and Family Enrichment Services**: social-emotional support for students
25   c. **Boys & Girls Club** –Physical Education and Social Programs
26   d. **DAIT**: Networks for Success, SMCOE
27   e. **180 Degrees Program** – Life Skills development
28   f. **Youth and Family Enrichment Services** – Parent Leadership and Governance
29   Programs
30   g. **Peninsula Conflict Resolution Organization- Peer / student mediation skills**
31   h. **1EastPaloAlto** – broker health services for families in need

1 The fore-metioned organizations will under-go careful screening before submitting a
2 contract or MOU to the RCSD Board of Trustees.
3

4 | **v.   Alignment of Resources with Interventions** |
5 ·

6   Training has been offered at the San Mateo County Office of Education, as well
7 as, at the Ravenswood School district office in SB472 and AB430. The teachers who
8 were on staff last year at McNair have completed the training, as well as the principal.
9 New staff members will have to complete the training in accordance to the district's
10 DAIT requirements. On campus there has been sporadic collaboration time during the
11 lunch because of the limited 40 minutes time block. There has not been enough time
12 for collaborative teacher strategies or programs other than through the shortened
13 Wednesday schedule designed for district, site and teacher professional development.
14 Through this grant, it is proposed that **collaboration time** will be built into the schedule
15 on a weekly basis for all teaching professionals by providing an uninterrupted block for
16 planning. Best practices will be the focus of this collegial collaboration time allotment
17 during the day. Feedback to teachers will consist of using Edusoft to measure the
18 progress of the target student group in their academic understanding of state content
19 standards.
20   The establishment of **multi-faceted professional development systems** is
21 critical. Many staff will be new to the school. Coaches will provide instructional support
22 in all subject areas. Best practices and good strong teaching are the expectation and
23 staff development in every subject area with an emphasis on interventions will be
24 implemented. Many schools in California suffer from the same issues and have found
25 proven ideas that produce results. The district, the school, and the DAIT Teams will
26 investigate those potential successful programs where experts have provided expertise
27 to the schools and recommended ideas that have made whole school change.
28   **Sequential and intensive professional development** will occur at each grade
29 level delivered by district, site or other personnel qualified personnel/consultants. A staff
30 development rotation will be instituted at the school so that teachers get a few release
31 days to participate in new learning. For example: 6th grade teachers will be released

1   and substitutes will teach their classes; the week following 7th grade teachers will be

2   released and substitutes will teach their classes; the week following 8th grade teachers

3   will be released and substitutes will teach their classes. Professional development work

4   will be prioritized by the staff in response to the student data collected in August 2010

5   and will be scheduled throughout the entire year; sessions will be one, two or three

6   days. In addition McNair will adhere to the shortened Wednesday schedule that is

7   district-wide in RCSD. This weekly professional development time will be spent learning

8   the new structure, curricula, and data analysis strategies and will allow for use the

9   professional learning teamwork and collaboration by grade level across the district.

10   A new standards-based benchmark system for Mathematics, Language Arts and

11   Writing will be instituted in the Fall of 2010. This system through Curriculum Associates

12   will give teachers information about the progress of the students to reach grade level

13   standards.

14   Dennis Parker and Charlotte Knox of Strategic Schooling (implementing

15   academic strategies) will return for Part II staff development during the 2010-11 school

16   year. Technology training will also be a training area for both the recently received

17   EETT and the proposed SIG grant. Continued training in the core texts and materials

18   will be offered to new teachers.

19   Dr. Kate Kinsella is an adjunct faculty member at San Francisco State University

20   and consults with school districts nationally regarding the development of content

21   literacy and academic language development for both English speakers and English

22   Learners. She is co-author of Scholastic's Read 180 Literacy Intervention Program and

23   is the author of the companion 4-12 ELD curricula to the Read 180 LBook. Dr. Kinsella

24   has received the California Department of Education's Award for Excellence for her

25   contributions to improving the education of immigrant youth. All McNair teachers will be

26   expected to attend Kate Kinsella Institute in the summer of 2010.

27   Phil Gonzalves, Professor at East Bay University, Hayward and facilitator for

28   Alameda County Office of Education is well known as a developer of mathematics

29   success for all learners is the main provider for ACCLAIM and has provided staff

30   development for endless school districts with great success. With his summer institutes

1   and assistance at various school districts, scores in Algebra have skyrocketed in

2   districts throughout the Bay Area.

3

Implementation Year	Professional Trainings	Timeline	Participants	Trainers
Year 1: Fall 2010 & Year Round	New Benchmark Assessment System	September & October 2010	All core subjects matter teachers – ELA/ELD, Math	Curriculum Associates & District Trainers
Fall 2010 & Year Round	New Grading and Attendance Reporting System	August 2010 & October 2010	All Teachers	District Tech Team and Site Leaders
Fall 2010 & Year Round	SB472-like Trainings in Core Curriculum – Reading, Math & Inside Curriculums	September 2010	All teachers who have not attended the DAIT required trainings	San Mateo COE and RCSD Trainers
Year 1 (cont'd) Fall 2010 & Year Round	Standards Plus	September 2010	All teachers who did not attend the training in Winter of 2010	Learning Plus Trainers
Year Round 2010-2011	Strategic Schooling Part II – Holding Powerful Data Reviews	Fall, Winter and Spring Sessions	All middle school teachers engaged in the reform work at McNair MS	Dennis Parker & Charlotte Knox, consultants
Year Round	Coaching Training for New Coaches	Monthly training sessions with all district coaches starting in August 2010	All new school coaches	New Teacher Center and District Experts
Year Round	Literacy –	Semi-	All middle school	Consultants and

	Writing Across the Curriculum As measured by the new standards based benchmarks	annual release days with grade level colleagues and quarterly writing analysis trainings	teachers teaching writing instruction and content based writing	District Experts
Year Round	Get Into the Act

Taking Center Stage Act II Series | Monthly staff Meeting Sessions | All Middle School teachers at McNair | Kate Kinsella & CDE training/conference opportunities for example: CA Science Conference, CA Council for History Education, Exponential Opportunities in Math, etc. |
Year Round	Positive Behavior Systems	Initial Training in August 2010- throughout the year	All Middle School Teachers/District- wide	Sheldon Shores, District Staff & SJUSD trainers
Summer 2011	Infusing Technology into the Curriculum	July/August 2011	All content area teachers	District Experts, SMCOE consultants M/M Cradler
Fall 2011	MathScore	Fall 2011	All Staff teaching math and algebra courses	District Experts and Consultants
Year Round 2011-12	Infusing Technology into the Curriculum	Summer - Year Round	All content area teachers	District Experts, SMCOE consultants M/M Cradler
Year Round 2011-12	Data Works	Fall 2011- year round	All Middle School Teachers at McNair	District Experts, SMCOE consultants
Year Round 2011-12	Writing Across the	Fall 2011- year round	All Middle School Teachers at	District Experts, SMCOE

	Curriculum		McNair	consultants
Year 3: **Summer 2012**	Literacy Development & English Learners	Summer 2012 – year round	All Middle School Teachers at McNair	Dr. Aida Walqui and District experts
Fall 2012-throughout the Year	Technology – imbedded instructional strategies part II	Summer 2012 - year round	All Middle School Teachers at McNair	Data Works & Cradlers - Consultants
Fall throughout the Year	DataWorks	Fall 2012-year round	All Middle School Teachers at McNair	Data Works & Cradlers - Consultants

Coaching & Professional Development

The newly hired ELA/ELD and Math/Tech Coaches will be on site daily and coaching new strategies and methodologies in the curriculums and methodologies that teachers will be expected to use. These individuals will have both classroom and teacher training backgrounds and carefully screened in the hiring process to ensure that they are committed to the goals of reform and student achievement that are outlined in this grant application. All new coaches will work under the supervision of the Principal and the Turnaround Coordinator at the District level. Coaches will be trained by the New Teacher Center mentors and align their schedules so that they are helping teachers become more effective in their planning, in the delivery of powerful "First Teaching" and in establishing effective interventions for students that need additional literacy or content area support.

There will be a need to tier the professional development so that teachers do not become inundated with too many new strategies & trainings. The professional development programs/inservices will take place over the course of the grant 3-4 years of funding. The initial trainings will be focused on structures and fundamental understandings about how to do this work as a team so all staff members approach this work with a common focus! Secondly, teachers that require more specialized training will be afforded the time and the funding to receive it.

A rigorous process will result in finding the most qualified professionals to perform the staff and professional development needed. The State of California

1 provides lists of such people. ASCA, ASCD, CABE, NABE and other professional
2 organizations provide recommended external providers. Essential skills in external
3 providers that our program seeks are those people who have social awareness, social
4 skills, self-awareness, and understanding and are empathetic to cultural diversity. In
5 order to provide strategic school improvement, close the achievement gap and provide
6 the high quality instruction required by Tier I of RTI, professional development in school
7 improvement especially research-based instructional strategies, am important. One
8 critical element of professional development is the cohesive nature of the training
9 program and its implementation. Instructional strategies and behavioral interventions
10 are selected on the basis of scientific effectiveness.
11
12 **Intervention Programs:**
13   The school will implement an RTI model for interventions, both academic and
14 behavioral. McNair will utilize an organizational framework that is supported by both the
15 CDE and the federal Individuals with Disabilities Education Act (IDEA) of 2004. This
16 framework, Response to Instruction and Intervention (RtI2), provides a way of looking at
17 all individual student needs and developing a coherent, tiered system of support and
18 intervention that serves each student.
19   RTI2 promotes a systems approach to student support by having schools
20 diagnose student strengths and needs and then match those needs with appropriate
21 and nimble programmatic or universal access strategies for only as long as intervention
22 is warranted. It is a framework for serving students in an appropriate way through high-
23 quality instruction and intervention matched to student need, monitoring progress
24 frequently to make decisions about instruction, and using student assessment data to
25 make important educational decisions. The data on behavioral progress and academic
26 interventions will be collected through the SWIS process.
27
28 **The RTI2 framework is based on these principles:**
29 **1.   All students can learn**
30   We are responsible for the identifying and fostering conditions that promote
31 learning for all students. We can determine how best to serve each student through

1   effective and timely assessment of student learning. Student learning can be achieved

2   most effectively through quality instructional content, delivery and strategies

3   **2.   Quality instruction adheres to the adopted core and intervention programs**

4   **with fidelity**

5   RCSD works with its DAIT team on the premise that the powerful first teaching

6   will allow more students the opportunity to succeed with grade level work and stay in the

7   mainstream program. Powerful first teaching enables all students to reach a high level

8   of achievement. In Tier 1, every classroom teacher will use high quality, research-based

9   instructional strategies that include, but are not limited to, a well-planned lesson, direct

10 instruction, checks for understanding, formative and summative assessment, and the

11 use of data to inform and adjust instruction through collaborative conversations.

12 Instruction is give using the core adopted materials and ancillary materials. The

13 academic core will include differentiated instruction, abundant opportunities for students

14 to receive and respond to teacher feedback; choral response; specific reinforcement,

15 specific error correction, and a brisk instructional pace.

16 **3.   Careful, persistent analysis of assessment results** can provide information

17 about the impact of instruction and intervention on individual students. Teachers and

18 administrators need continuous professional development in order to unpack the data

19 strategically and make the necessary instructional decisions. In an RtI model :

20 ·   80 – 90% of students can best be served in the core programs, both academically

21 and behaviorally

22 ·   5 – 10% of students are best served by rapid response, targeted high efficiency

23 interventions, again both academically and behaviorally

24 ·   1 – 5% of students need long-term, high intensity, individualized interventions

25

26 **Tier 2 – Strategic Students**

27   Strategic instructional time will be used for students whose academic

28 achievement is up to 2 years below grade level. Students who are struggling with

29 academic content receive the same instruction in core as those who are identified Tier

30 1. In addition they are provided extra time, smaller grouping, and extra support in their

31 areas of need as identified by achievement data. For example, a group of students who

are taking a core class in Algebra 1 might need to learn alternative ways to approach a concept or require more time to consider and discuss solutions to math problems. Re-teaching the core concepts of a standards-based curriculum, if necessary, and pre-teaching or introducing the concepts to come is one approach to Tier 2.

Tier 3 - Intensive:

Intensive instructional time will be used for students whose academic achievement is 2 or more years below grade level. Replacement curriculum materials for Tier 3 students provide additional and opportunities to re-learn basic skills and concepts necessary for academic success, for example, math instruction in multiplication and division of fractions or the areas and perimeters of geometric figures. Students taking Tier 3 Reading/Language Arts might need materials to help accelerate their reading skills, additional vocabulary instruction. Mathematics 8th graders in Tier 3 might use replacement curriculum such as Algebra Readiness that would prepare them for Algebra 1 early in their high school years.

Positive Behavior Program (PBS)

A **Positive Behavior Support** system (PBS) is in place at McNair Middle. Data is collected and analyzed by the staff and district-wide through a data collection program called SWSS. Students and faculty will be engaged in Peer Mediation and conflict resolution programs to work on establishing positive peer-to-peer relationships and improve staff-student interactions. The goal will be to re-establish a school culture that is safe, respectful and focused on success for all students. The Principal and Support Staff will begin each day by messaging the Peace-builder components and work with students to create peer leaders to eventually lead the student community in this learning. McNair Middle School will establish behavioral standards for all of its students using the Positive Behavior System that is consistent and pervasive through the entire school system and school day. Teachers will also create a Positive Behavior System in their classrooms with the goals of creating classroom conditions that are safe and conducive to learning.

1   Problematic behavioral and instructional student issues will be supported by the
2   newly added **Student Guidance Center**. Schools at risk often have minor and /or major
3   discipline problems; the students are constantly sent out of the room for misbehavior or
4   lack of preparation. As earlier referred to, the **Student Guidance Center** (SGC) with a
5   certificated professional, will be available throughout the school day to prevent no
6   suspensions/interruptions from learning. He/she will have the appropriate
7   book/materials to continue in the SGC. The teacher in charge of the SGC will work with
8   the student on behavior, electronically document the behavior, and allow the student to
9   work in the academic area he has brought to the SGC. The student's parent will be
10   notified of the misbehavior when the student enters the SGC and told what the student
11   needs to do at home that night. The student will return to that class the next day.
12   Suspensions as per the California Education Code that require an out of school
13   suspension will be in full force. McNair students will be trained in Peer Mediation or
14   Conflict Resolution program strategies in an effort to quell student to student problems
15   and improve the overall school climate.
16
17   **A Parent Center:**
18   The Parent Center will be planned by the parents, staff and principal and staffed
19   to assist the parents in the navigation of the school's curriculum, instructional program,
20   adolescent stages, school climate building activities for students and career/college
21   possibilities. Parents will be offered ESL classes and invited to participate in parenting
22   classes led by Community based organizations from the community. The Parent
23   Outreach Coordinator will also serve as a family services referral service for parents
24   and students of the school to provide "wrap-around" services intended to support
25   students and their families and help students stay in school no matter what the family
26   circumstances are at a given time will also receive training in how to fully participate in
27   the school's governance structures and will be encouraged to engage in the School Site
28   Council or English Learning Advisory Committees developing a clearer understanding of
29   the school's educational goals and budgetary structures.
30
31

1   **Parent Involvement:**

2   **Family Literacy and Mathematics sessions** with teachers, parents and

3   students will be held 4 times per year. Families will be able to meet with their children's

4   teachers to understand what they are learning by seeing the literature, and the writings,

5   as well as, the mathematic problems and projects their children have produced.

6   Showcased inside the classroom and outside the classroom will be displays of student

7   writings in all genres scored with approved rubrics. Projects will be displayed throughout

8   the entire campus. Student projects and artwork will be also be showcased at school

9   and at the district office and families will be invited to the mid-year and culminating

10   events planned by the school to all students a public arena for their work.

11

12 | **VI. Aligned Proposed SIG Activities with Current DAIT Process** |

13

14   The RCSD **Corrective Action Plan** is mandated by DAIT and District leadership.

15   It sets the expectation that all elements of the SBE-approved district adopted core grade-

16   level ELA, ELD and Mathematics instructional programs will be implemented and

17   monitored. Staff is expected to use all elements of the program and all components with

18   fidelity in all classrooms at all grade levels for all strategic and benchmark students,

19   including students with IEPs, and English Learners.

20   A detailed **District Corrective Action Plan** was designed for both the

21   elementary school and middle school levels during the summer and early fall of 2008

22   detailing the instructional direction for McNair and all other RCSD schools. A revised

23   District Corrective Action Plan is currently being re-written and will be finalized by June

24   2010, naming the appropriate instructional materials, starting dates, persons

25   responsible suggested funding sources and monthly apportionment of time that content

26   /subject matter would require. The current District Corrective Action Plan includes

27   instructional and intervention books/materials. This school year, 2009-2010, the District

28   adopted the SBE sanctioned Inside Program for Language Arts and EL interventions

29   and Standards Plus as a "catch-up" curriculum for students two years or below. Kaplan

30   Momentum Math was the mathematics intervention program also adopted this year.

1   All nine **Essential Program Components** are currently being implemented by all
2   RCSD schools including McNair Middle School to include the identification of students
3   needing intensive reading and mathematics interventions in grades 6-8, and the use of
4   intervention materials that offer instruction at the students' assessed level of need. With
5   the use of data to inform instruction and programs, the students will be a in a position to
6   progress rapidly toward successful reentry into the mainstream core program. With
7   aligned pacing guides and additional instructional time that is protected from
8   interruptions, students will be able to close the performance gap

9   The coordination of the DAIT and SIG work will continue in three phases: The
10   first phases will be to analyze and assess the school's readiness in implementing the
11   outlined reform. It will examine the current instructional program and schedule, the total
12   climate of team-work at the school; it will continue with multiple classroom visits, other
13   staff observations, discussions and meetings with the principal and the staff: it will write
14   reviews of instructional observations and findings; it will submit and discuss the
15   strengths and weaknesses to the principal, and make recommendations for change.
16   Professional discussions will occur often and consensus will be reached for which
17   direction to take for success.

18   DAIT will examine student achievement using state, district and school data. It
19   will examine the assessment tools, the books, materials, technological resources, staff
20   acumen to teach with technology; it will administer the Academic Performance Survey
21   as outlined by California. It will review and discuss the current district progress on
22   reform initiatives and examine it against the SSA. The DAIT Team will work with the
23   school so that all expected state surveys are completed with the results entered on the
24   DAIT website. The DAIT Team, DSL and school will complete the plan using the
25   template in the Action Plan for each priority-identifying the focus, specific action steps,
26   person responsible, timeline, estimated costs, and funding source and verify that the
27   necessary district policies are in place. DAIT will provide support as it assists the school
28   through the entire reform process. The school will accept the feedback and ask
29   questions and request further staff development as appropriate.

30   The second phase will be to complete the Action Plan steps provided in the
31   template to assure the SIG that the school is completing its promise of reform in a

1   sequential pattern. The DAIT Team and the school will share with the DSL that which is
2   showing promise and measure progress of each grade level, all groups and provide a
3   summary of achievement for the school. Discussion and analysis between the school
4   and DAIT will determine next steps. That information will be provided to the Board, the
5   Superintendent, and the district office team.
6   .   The **TurnAround** Lead and the **DAIT Team** will continue to observe and visit
7   classrooms, the Student Guidance Center, the Parent Center, evening parent classes
8   and all other activities pertinent to the SIG. The teams together will determine if the
9   school is meeting the high priority goals as outlined in the plan. Adjustments and
10   changes that need to be made will be made as appropriate. A report twice per month
11   will be presented to the school ultimately going to the Board of Education about the
12   progress and achievement being made at McNair. In all phases, professional
13   development will occur; all teachers will have attended all professional development and
14   McNair's successes will be shared within the community along the journey. Student
15   projects will be displayed at school, in the district office, posted on the school's website.
16   The community will have the opportunity to see their children in action with a night of
17   sharing student projects and presentations. Celebrations of success will be made
18   public.
19   The third phase will be done the third year of the SIG when the final report shows
20   multiple pieces of evidence of all students achieving at grade level. Interventions listed
21   in this report will show student achievement and success as evidenced by McNair's
22   expectations.
23   The teams will agree upon characteristics of improved schools. The data will
24   validate the students' achievement, and the level of success or failure. They will focus
25   on all students learning, dynamic and distributed leadership and sustained improvement
26   efforts over the three year period. They will agree upon and self evaluate what quality
27   teaching and learning is. With the new programs implemented, they will validate what
28   high expectations and accountability exemplify. The team will evaluate their aligned
29   curriculum and assessment, coordinated and embedded professional development.
30   Most importantly, they will review whether they made effective use of data. The principal
31   and his/her staff, will collaboratively determine if the allocation of resources was

1 strategic and worthwhile and whether or not it should be changed. A major factor
2 promoting relationships amongst the teams will be the professional culture they will
3 have established and if and how much they built their collaborative relationships.

4   The staff/teaching/administrative will look forward to their next steps in building a
5 successful and improved McNair School Academy. The results will be noteworthy.
6 Communication will be a part of the regular ongoing climate at McNair; the
7 neighborhood and families will feel proud about their students' achievement and
8 knowledgeable about their school; mentors will feel very connected to the East Palo Alto
9 schools with their focus on McNair; the community-at-large will have a high respect for
10 the new and engaged community of learners; the teachers will have established roots at
11 McNair, as well as have learned how to get results.

12   The district office and school staff will convene and study the following research
13 articles and books: (1) "High Performance in High Poverty Schools: 90/90/90 and
14 Beyond." 90/90/90 Schools are schools that have reached high performance in high
15 poverty schools (2) The Horizon Report 2010 Edition will be researched and reviewed
16 and discussed by the DSL and school principal. This report identifies and describes
17 emerging technologies likely to have a large impact on teaching, learning, and creative
18 inquiry (3) Turning Around Chronically Low-Performing Schools from the Institute of
19 Education Sciences, U.S. Department of Education This guide offers the best available
20 evidence and expertise on the types of systemic challenges that cannot be addressed
21 by single interventions or programs. (4) The staff will read and research the six
22 principles for making student success the ONLY option in Blankstein's Failure is Not an
23 Option and the Middle School Study 2010, Ed Source.

24

25 **Monitoring**

26   The district and school teams facilitate ongoing accountability as they implement
27 changes based on their action plan. Monitoring will be more frequent amongst the
28 teams. The school will look toward the DAIT Team for evaluation and make those
29 necessary changes to the instructional program. When more staff development is
30 necessary, staff will receive in a time appropriate matter. Trust amongst the school
31 site/district office is paramount.

1 **Resource alignment**

2   Resources and alignment of books, materials, and technological technical

3 assistance will be implemented to strengthen the academic program at McNair. They

4 will be coherent in English-language arts, mathematics and ELD, as described in the

5 action plan. The grant will provide resources to fire the engine of change; the district will

6 creatively develop a plan that augments resources and or makes changes that offer the

7 continuance of the successful programs. Those programs that become intractable will

8 be evaluated and eliminated. The Ravenswood Education Foundation will continue it's

9 fund raising to continue those programs proven effective.

10

11 **VII. Modification of LEA Practices and Policies**

12

13   Ravenswood City School District works collaboratively and complies with all of its

14 professional organizations and unions in providing cohesive and copasetic relationships

15 complying with the letter of the law. The Board of Education has held three public

16 hearings regarding the SIG Proposal, as well as reviewed the SIG Application and

17 Grant Proposal as individual Board Members and District administrators made

18 recommendations and have approved of this application for funding. McNair will follow

19 all required guidelines and timelines, monitor progress with its protocols and submit

20 reports as required If or when it becomes necessary to revise, modify the SIG

21 document. The SIG Grant was written with the involvement and input from all levels of

22 the district. The professional, community, parent and ancillary organizations have

23 signed the collaborative agreements and MOUs. All changes in programs, policies and

24 agreements were entered into before the document was finalized.

25   No violations of the Union Contracts have occurred; RCSD and the Ravenswood

26 Teachers' Association entered into negotiations to finalize contractual language for the

27 screening of teachers at both McNair and Costaño Schools who are submitting SIG

28 grant applications under RCSD's LEA. The negotiations also carefully reviewed the

29 proposed extended day, extended year and professional development requirements of

30 this grant proposal and the implications on teacher pay. The MOU was finalized May

31 24, 2010 and presented to the Board of Education. Signatures were delayed awaiting

1   SIG grant notification and signed by both parties on June 30, 2010. This agreement
2   changes the hiring policies for the actual hiring teachers and the placement of
3   involuntary transfers from other schools directly into either McNair or Costaño without
4   careful interviewing and screening. Principals will be closely engaged in all hiring for
5   the school and afforded the flexibility to recruit, screen and hire prospective teaching
6   and staff members for their schools. This will allow the principals to build stronger teams
7   of teachers aligned to the school's vision of reform from the outset.

8   All McNair parents will be notified of the new extended day and year schedule for
9   their children. McNair is aware that if it is a successful applicant, it will be required to
10   revise its LEA Plan and SPSA for SBE approval. Collaborative signatures, attachments,
11   and memoranda of understanding from appropriate stakeholders, are attached to the
12   SIG proposal showing their support. McNair will fully and faithfully implement the entire
13   written program with fidelity and professionalism.

14

15 | **VIII. Sustainment of the Reforms after the Funding Period Ends** |

16

17   The District plans to fully continue the reform efforts after the SIG funding has
18   expired and will apply for a waiver to extend the funding into 2013. Sources that will
19   partially fund the additional personnel will be partially paid by district, Ravenswood
20   Education Foundation, and additional funding through other grants will be sought. The
21   newly acquired EETT Grant will assist in the sustenance of the technology reform
22   program at McNair and the maintenance of the new technology. RCSD has a strong
23   track record in applying and receiving grants from corporate partners for its more
24   successful schools. It is believed that through this reform work that in the next couple of
25   years, McNair Middle School will have proved to have shown significant improvements
26   in their academic program and worthy of investment by private donors and corporate
27   sponsors
28   Teacher and Administrator training in the core programs and methodology for
29   working with linguistic and ethnically diverse student populations will continue and be
30   funded by the District through its state and federal funding. The District will work in
31   collaboration with City services and other services to maintain safety and social nets for

1 the students at McNair. The Departments of Curriculum and Instruction; Assessment;

2 and Special Education staff development will be ongoing building capacity for teachers

3 and staff will allow for the creation of an internal support system to replace the initial

4 training by outside experts.

5

6 | **IX. Annual Goals for Student Achievement** |

7

8 The McNair staff, principal and school site council have analyzed the academic

9 performance of all student groups and have considered the effectiveness of key

10 elements of the instructional program for all students failing to meet API

11 and AYP growth targets. As a result, it has adopted the following school goals related

12 actions to raise the academic performance of student groups not meeting state

13 standards.

14

15 **Mathematics Goals:**

16 Goal #1: All students will make one year's progress in Mathematics.

17 Goal # 2: Students who are in the lowest performance bands will be reduced by 20%

18 each year of the grant.

19 Goal # 3: Students who are two or more years below grade level will accelerate their

20 progress by a rate of two years academic growth in one year.

21

22 **Math Targets**

23 • 6th grade from 11% to 58% AYP Target

24 • 7th grade from 44% to 58% AYP Target

25 • 8th grade from 7% to 58%, AYP Target

26 ELs from 19.2% to 58%, AYP Target

27 • Socio-disadvantaged from 18.3 to 58%, AYP Target

28 • Student's with disabilities from 8.8% to 58%, AYP Target

29

1   All McNair students will be able to enter high school with a geometry placement as 9th

2 graders; no student will be allowed to fail mathematics; all students will learn the

3 expected state and national competencies as outlined in state and national guidelines.

4

5 As a result of the analysis of assessments, the school site council and McNair staff have

6 adopted the goals, set the academic targets and commenced related actions to raise

7 the academic performance of student groups not meeting state standards and national

8 standards and have recommended interventions proven to raise student achievement.

9 All grade levels, including numerically significant subgroups will participate. English

10 language learners (AMAO 3) socio-disadvantaged, students with disabilities anticipated

11 annual performance growth goals or each group will be have targeted growth results:

12

13 **RLA Goals:**

14 Goal #1: All students will make one year's progress in RLA.

15 Goal # 2: Students who are in the lowest performance bands will be reduced by 20%

16 each year of the grant.

17 Goal # 3: Students who are two or more years below grade level will accelerate their

18 progress by a rate of two years academic growth in one year.

19

20 **Reading Language Arts Targets:**

21 The anticipated annual performance growth in Reading/Language Arts

22   • 6th grade from 34% to 56.8%, AYP Target

23   • 7th grade from 36% to 56.8%, AYP Target

24   • 8th grade from 37% to 56.8%, AYP Target

25   • ELLS from 24.2% to 46%, AYP Target

26   • Socio-disadvantaged from 23.7% to 56.8%, AYP Target

27   • Students with disabilities from 6.0% to 56.8%, AYP Target

28

29 As with the mathematics, district benchmark assessments in English language arts will

30 be the instruments used to evaluate the progress toward this goal. CST data will be

31 collected to measure academic gains.

1 **English Language Development Goals**

2

3 **Goals:** Anticipated annual performance growth for each group will be:

4 35% of ELs in the AMAO 2 cohort will attain the English proficient level in 2010-2011 as

5 measured by the CELDT.

6

7 •**English Language Development Goals:**

8 Goal # 1 -All EL students will progress at least one level per year

9 Goal # 2 -All students who have remained at the intermediate level will progress by 20%

10 each year into Levels 4 and 5 and readied for re-designation to fluent status.

11

12 •Students who considered English Learners are students who first enrolled in U.S.

13 schools four or more years and at the beginning or early intermediate levels. The

14 above-mentioned cohort will be re-designated as English proficient as measured by the

15 CELDT, CST and teacher recommendation. Means of evaluating progress toward this

16 goal will be CELDT, LOTS, ELD indicators and CST.

17

18 **Timelines, Training and Procedures For Data Collection & Analysis**

19 Academic goals will be set on an annual basis and based on both State and

20 Federal standards. District benchmark assessments and formative assessments will be

21 the means of evaluating progress toward reaching these goals. State performance data

22 will be collected to measure the academic goals will be CST, STS, CMA. and CAPA. A

23 new standards based benchmark assessment system will be instituted in the Fall of

24 2010 using benchmarks that are aligned to grade level standards. In addition, weekly

25 assessments will be performed using the curriculum unit assessments. Writing

26 performance-based assessments will also be required in all ELA and ELD classes.

27 After analysis, of results improvement of instructional strategies will be reviewed, posted

28 on the school's data wall and lessons for immediate action or intervention will be

29 planned. Parents will receive quarterly progress reports.

30 Data that will be disaggregated to measure academic gains of all student

31 subgroups: grade level, ethnicity, economically disadvantage designation, and English

1   Language levels. Program observation will performed monthly using common, DAIT

2   walkthrough protocols to collect measurable data.

3   Teachers will embed CST test preparation throughout the year by a standards

4   based preparation system on a daily basis called Standards Plus. **Teachers will**

5   **submit standards-based lesson plans weekly** for review by the administration that

6   must also contain evidence of differentiated instruction, and set goals for target

7   students, and plans for meeting the needs of ELs and other subgroups. Teachers will

8   use standards-based benchmark assessments every 6 weeks to analyze student

9   progress towards end-of-year master goals. Teachers will use a post a daily common

10   board classroom agenda that includes the standard and specific objective of the lesson.

11   Teachers are expected to begin their lessons using <u>Standards Plus</u> for 15 minutes that

12   reinforce standards from prior grade levels and requisite knowledge for success at

13   grade level. If analysis of student performance data suggests that there is a need for

14   more rigorous instruction, both in terms of the cognitive level of instruction and the

15   alignment of expectations with student work to the level of the standards, a more

16   effective delivery of instruction will be given.

17   Monitoring the process and the progress of the students will be through **daily**

18   **observations by the principal and coaching staff in classrooms-a minimum of two**

19   **hours per day, communication and feedback to teachers** after the lesson is

20   observed, **collaboration with teachers** to support underperforming students, scripting

21   lessons based on the pacing guides by the language arts and math coaches. An

22   extended period for language arts and a two hour block of mathematics will be closely

23   observed and supported, and guided to accelerate students to grade level. Performance

24   on benchmark assessments and initial diagnostic assessments, as well as student

25   records will trigger additional interventions by the leadership and coaches. Targeted

26   time after school will offer additional interventions. Study groups in class will be

27   monitored and used so that the teacher can work with struggling students on an

28   individual basis. Family Evenings will be instituted for all McNair students and their

29   parents to showcase student work and projects and will provide parents with an insight

30   into the academic progress of their students.

1   Because the goals are based on student data, the goals will be monitored
2   against the data by assigned staff. As classroom teachers work with students, the
3   instructional coaches and the principal will provide on-going feedback and monitoring of
4   student progress on a week by week basis to ensure focus and improved student
5   outcomes.
6   The technology goal of integration of math and technology will support
7   mathematics curriculum integration and academic achievement. Students will learn
8   math curriculum and hardware resources to increase proficiency and improve mastery
9   of state content standards in mathematics. Classroom observations will be conducted
10   by the site math coach daily and formally on a monthly basis. Teachers will participate
11   in professional development to increase math strategies using technology literacy,
12   curriculum integration and academic achievement in August, December, February, and
13   April of each year. Walkabouts by DAIT, district office staff, PI coach for collecting
14   measurable data will be implemented monthly. Feedback will be shared with staff by the
15   leadership.
16   Evidence of growth both internally and externally will include a range of
17   participants that collaborate to focus language arts and mathematics achievement gaps.
18   Using a cycle of continual inquiry, reviewing data, and informing instruction-
19   professional development becomes the key. The plan for language arts and math
20   improvement is systematic, well–designed, supportive, and because math is sequential,
21   it is not negotiable to skip a valuable concept. And when a student struggles, an
22   intervention will be immediately available. The evidence of reliability and validity lies
23   with the commitment of the staff.
24
25
26 | **X. Not Applicable. Left blank intentionally.** |
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XI. Consultation with Relevant Stakeholders

Ravenswood City School District began work with appropriate and relevant stakeholders when it was determined that the SIG Grant was necessary for reform at McNair Middle School. Throughout the year the School Site Council, staff members and principal from the school analyzed the needs and direction for McNair. Low scores, poor achievement, discipline problems and overarching lack of stability within the teaching staff, as well as new teachers and new learning curves, led the administration to consider ways to improved and sustain improvement for its students.

The Ravenswood Board of Trustees held public meetings, gave input and received briefings on the progress of the SIG grants. In addition, Ravenswood Education Foundation, the Boys and Girls Clubs, School Site Council, the DAIT team, District Leadership and Community Outreach Program became a team to address the future of McNair. Meetings were held; discussions were plentiful and minutes were taken. With the SIG Grant the school will be able to analyze and resolve academic problems; it will drive for results with students; it will measure and report regularly all subgroups of the school.

McNair Middle School is not a failing school, rather it had a school structure as a charter program that did not deliver a strong enough program to serve the students of the McNair community. Moving forward with a strategic plan in hand and an adjustment of teachers' and the para-educators new schedules to extend the day for the students, collaboration & planning time are the keys to making the necessary improvements. To carve out additional time for instruction beyond the school day is inevitable; to assign coaches that work in the classrooms with teachers new and experienced are an essential; and finally innovative teaching through the integration of technology into all areas of the curriculum will be an asset for learning and living. The stakeholders promise that a Turnaround will work when all the professionals, families and community members are working together for the same goal, the students! The work must be identified as the creation of a cycle of academic success and learning that is sustainable. The staff at McNair will plan, implement and institutionalize a program that brings achievement for all students over time.

Concluding Comments:

Academic performance in the core areas and in turn, meeting AYP targets, is expected to improve because McNair's learning stations, classrooms, projects' rooms, and teaching staff will operate differently; leadership will be shared and staff will be trained to share responsibility in the school 's Turnaround. It is everyone's goal to look at factors detrimental to student learning and the basic principles of significant school improvement in a short period of time. The specified set of actions reiterated in this document is strategic and will demonstrate success. In order for the academic program within this Turnaround reform effort to take hold, all stakeholders, most specifically the teachers and the principal, must focus on starting out the year in a new academic mindset and structure. The staff will commit to being vigilant to the goals of this effort and maintain a constant focus on improving instruction. This is not a sprint - it is a race and everyone must have the stamina and commitment to making it a reality.

Every step of the reform process from selecting the appropriate teachers, to demonstrating effective lessons and delivering engaging lessons to opening the school day and closing the school day, creating large chunks of learning time for all subjects, participating as a team, and making changes immediately that directly affect instruction and continuity assure success. Most important is the necessity to make visible improvements early in the turnaround process so students can appreciate their quick wins. Achievement builds confidence. The "Turnaround" office will be engaged in intentional and substantial interventions to reverse the persistent low achievement. And finally, the commitment of the school staff and principal are paramount. Those willing to fully commit to this **Turnaround** effort are the professionals McNair seeks and will retain.